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ABSTRACT

Project MACK's major goal was to provide a comprehensive school program at McClymonds High School in Oakland, California that would reduce the dropout rate, improve student achievement, reduce absenteeism and class-cutting, and improve student attitudes toward school. Project components included 1) Career Cluster Program, which focuses on work experience and classroom occupational orientation, language arts, social studies, reading and math workshops, inservice training, and the instructional media center; 2) Student Support Services, which provided guidance and counseling, special psychological services, a health program, a student activities program, and inservice training; and 3) a Management Component, which provided for overall coordination of the project. Project MACK was successful in reducing the percentage of dropouts from 16.1 percent to 6.2 percent. There was a reduction in the class-cutting rate from 23.0 percent in 1970 to 7.2 percent at the end of 1974-75. The absentee rate was reduced by 14.1 percent. Reading and mathematics achievement test scores of students who enrolled in Project MACK's reading and math programs showed significat gains. Surveys showed that a majority of students and parents were satisfied with the progress made by the project. (Author/JG)

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PROJECT MACK

FINAL EVALUATION REPORT

1974-1975

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United States Office of Education

Title VIII

DROPOUT PREVENTION

CE 009 570

McCLYMONDS HIGH SCHOOL

OAKLAND UNIFIED SCHOOL DISTRICT
OAKLAND, CALIFORNIA

2

FINAL EVALUATION REPORT
August 15, 1975
Final Year

Submitted by
OAKLAND UNIFIED SCHOOL DISTRICT
Project MACK
McClymonds High School
Oakland, California

Submitted to
U. S. Office of Education
Dropout Prevention Programs, Title VIII
Elementary and Secondary Education Act

Robert W. Blackburn, Acting Superintendent

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FOREWORD

During the final year of the Oakland Title VIII Project, a concerted effort was made on the part of administrators, teachers, students and the community to retain the most valuable facets of Project MACK after it is phased out in August of 1975.

It has been recognized by the school and community that these innovative educational techniques must not be lost. The Learn and Earn Program, for example, has been continued through the following 1975-76 school year by the endowment of a grant from the Department of the Navy. Twenty-four students involved in on-the-job training at the Naval Air Station performed so well that they even surpassed the expectations set within the framework of goals and objectives under the Instructional Component.

Both the Monterey Reading Program and the Student Incentive Program have been continued throughout December 1975, due to these programs' outstanding success in engaging the attention and effort of McClymonds High School students. The ultimate success of these programs cannot be fully delineated in this final evaluation report, as outcomes extend beyond the 1974-75 school year. However, a dramatic jump in reading scores and definite gains in math are tangible evidence of improvement.

We feel that a new spirit has been injected into the academic and community environment of McClymonds High School -- and that is the need to continue to engage the individual enthusiasm and energy of students, and to continue to foster the total school concept in a progressive manner. The ideals of this project are still growing and expanding, as shown by increasing application of dropout prevention techniques at the elementary level up through the junior and senior high school pilot project.

It is our objective to extend our efforts toward the achievement of even greater participation and academic success in the future that spreads out before us in a multi-rayed path. The challenges are great, but confidence is higher than ever before.

Harry J. Reynolds
Associate Superintendent for
Region II

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DROPOUT PREVENTION PROGRAM, TITLE VIII, ESEA
Abstract of "Project MACK"
Oakland, California

Grant #OEC-0-71-0940 (281)

County Served: Alameda
Congressional District: Seventh

THE LOCALE: Project MACK was located in Oakland, California, a city of about 346,000 with a diverse population. The focus of Project MACK was McClymonds and its feeder junior high and elementary schools, all located in a predominantly black, low-income area of the city. Project MACK has just completed its fourth and final year of operation.

THE PROGRAM: Project MACK's major goal was to provide a comprehensive school program which would reduce the dropout rate, improve student achievement, reduce absenteeism and class cutting, and improve student attitudes toward school. Project components included three general areas. They were Instruction with a Career Cluster Program which focused on work experience and classroom occupational orientation, language arts, social studies, reading and math workshops, inservice training and instructional media center; Student Support services which provided guidance and counseling, special psychological services, a health program, student activities program, and inservice training; Management Component which provided for overall coordination of the project.

SELECTED OUTCOMES: Project MACK has been successful in meeting its objective to decrease overall absentee rate and in reducing the percent of dropouts from 16.1% to a low rate of 6.2%. There was a dramatic reduction of the class cutting rate of McClymonds High School from 23.0% in 1970 to 7.2% at the end of the 1974-75 school year. The absentee rate of the school was also reduced by 14.1%. Reading and mathematics achievement test scores of students who enrolled in MACK's reading and math programs showed significant gains. Target 9th graders made 10 months gain in reading achievement. Tenth graders in the math program also recorded 11 months gain in mathematics. The Monterey Reading Program continued to make progress. Target students in the program made the highest gains in reading -- 2 years 4 months and 2 years 8 months in reading accuracy and comprehension respectively. The results of end of school year surveys showed that a majority of students and parents of McClymonds High School were satisfied with the progress made by the project and changes that have taken place at McClymonds High School.

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GRANT AWARD:

$610,716 - 1974-75

SUMMARY OF OUTCOMES

McClymonds High School was selected by the Oakland Public Schools as a target school for the ESEA Title VIII Project in 1970. Project MACK -- More Advanced Careers and Knowledge -- was implemented at McClymonds High School during the 1971-72 school year. The major goal of the project was to provide a comprehensive program at the school to ameliorate dropout and other related problems. Specifically, as one of the Office of Education Dropout Prevention Programs, Project MACK sought to reduce the dropout, absentee and class cutting rates at McClymonds High School. Additionally, the project aimed at 1) increasing student achievement in mathematics and reading, 2) improving student attitude towards school and learning, and 3) increasing faculty and parent satisfaction with school programs designed to meet the academic, career, and recreational needs of the students.

Project MACK, just completing its fourth and final year of operation in the Oakland Unified School District, has been an immensely successful project at McClymonds High School. MACK has reduced the dropout rate, raised the general academic performance, and increased school and class attendance of students at McClymonds High School. The project has achieved spectacular success during its four years of operation in improving students' attitudes toward school and learning. Specifically, MACK had five overall project objectives to meet during its operational years. The first objective related to reduction of 1970 baseline dropout rate of 16.1% by 25%. Project MACK exceeded the objective. The baseline dropout rate at McClymonds High School was reduced by 61.5% during MACK's four operational years. The reduction has now brought the school's dropout rate to 6.2%.

MACK recorded dramatic improvements in class attendance of students at McClymonds High School during the final operational year. The overall objective to decrease the baseline class cutting rate by 15% during the four years was again exceeded. The 1970 baseline class cutting rate of 23% was reduced by 69.6% to a relatively low rate of 7.2%. The third overall objective related to reduction of absenteeism at the school. MACK made substantial progress in improving attendance at McClymonds High School. However, the achievement in this particular area was much less dramatic compared with the others. The baseline absentee rate was reduced by 14.1%.

The fourth and major objective of the project was to increase academic achievement of McClymonds High School students. All indications show that Project MACK has been instrumental in affecting substantive changes at McClymonds which have led to systematic improvement of the academic performance of the students at school. Target students of MACK's academic programs have shown substantial yearly growth in the cognitive areas of reading and mathematics. The results of 12th grade achievement tests administered by the school district show that the mean grade equivalent of McClymonds 12th graders in reading, which was 7.9 in 1973, has now been raised to 10.0. Results of the annual achievement tests have also documented growth in math test scores of McClymonds 12th graders. The mean grade equivalent of the 12th graders in math was 7.7 in 1973 while the class of 1975 recorded a relatively high mean grade equivalent of 9.8 in math.

McClymonds High School now occupies a very respectable position among the district's high schools with respect to 12th grade reading achievement. The gains in reading and mathematics scores made by the 12th graders of McClymonds

High School during the project years exceeded the expectations of many people in the school. The increased proportion of students now participating in MACK's testing program and the gains in reading and math suggest that the project succeeded in upgrading the academic skills of a substantial proportion of the students at McClymonds High School. Following is a brief summary of gains made by target students who enrolled in MACK's reading and mathematics programs:

Gains in Reading

1. 1974-75 School Year: A target group of 115 ninth graders who enrolled in the reading program made 10 months gain in reading achievement on pre-post CTBS tests administered in May 1974 and 1975.

   Seventy-eight tenth and 36 eleventh graders in the program also gained 7 months each in total reading.

2. 1973-74 School Year: Forty-six 11th graders who enrolled in the reading program made 9 months gain for 10 months of instruction in reading.

3. 1972-73 School Year: Sixty-eight 11th and 59 12th graders who enrolled in the reading program made 7 and 6 months gain respectively.

Gains in Mathematics

There has been substantial gains in math scores of students who enrolled in the math program since Project MACK was implemented at McClymonds High School.

1. 1974-75 School Year: Seventy-four 10th graders who enrolled in the IPI program made 11 months gain in math on pre-post CTBS tests administered in May 1974 and May 1975.

   Thirty-six 11th graders also made 7 month gain in math on the CTBS test administered in May 1974 and 1975.

2. 1973-74 School Year: Forty-one 12th and 45 11th graders who enrolled in the math program (Mathematics Individually Prescribed Instruction - IPI) made 7 and 6 months gain in mathematics respectively.

3. 1972-73 School Year: One hundred and five 11th graders in the math program made 5 months gain while seventy-four 12th graders gained 8 months.

The fifth and last overall objective of the project was to increase student and parent satisfaction with the educational programs of the school. The results of annual surveys designed to measure the attitudes and feelings of students and parents toward McClymonds programs showed that the majority of the students and parents have developed positive feelings toward the school's programs. The majority of the students, approximately 60%, surveyed during the

past three years indicated that they were satisfied with the course offerings at McClymonds High School. Our data on student satisfaction prior to the implementation of Project MACK show that only 43.9% of the students surveyed indicated satisfaction with the course offerings at McClymonds High School. After Project MACK was installed the proportion of students that indicated satisfaction with the course offerings at the school increased rather substantially to 61.2% during the last three years. Not only are the students satisfied with what McClymonds now offers, but a large majority of them feel that McClymonds is getting "better" or "somewhat better" as a high school. Coupled with this belief is a growing positive feeling among many students toward their teachers. For example, about three-fourths of McClymonds High School students indicated that most of their teachers are fair to students on the surveys. The survey results also indicate that there is less cynicism among the students as to the relevance or the usefulness of high school education to their future plans.

Many parents in McClymonds attendance area feel that Project MACK has been effective in preventing students from dropping out of school. More than two-thirds of parents surveyed during the past two years have been positive about the impact of the ESEA Title VIII project at McClymonds in preventing dropouts. The same strong positive feelings were expressed by the parents on Project MACK's effectiveness in improving attendance and academic skills of students.

A major objective of Project MACK was to provide parents with adequate information on the project activities and students' performance or progress and to bridge the communication gap between the school and the community. All indications show that McClymonds High School succeeded in providing parents and the community with relevant information on the school programs and student activities and performance. More than three-fourths of the parents indicated that the school provided them with adequate information on their youngsters attendance, behavior and academic progress. Sixty-five percent of the parents felt that McClymonds High School did a good job in educating students and were also satisfied with the counselor services at the school. In general, students and parents of McClymonds High School have developed positive feelings about the school's programs and activities. They appear satisfied with the new academic course offerings and feel that McClymonds is getting better, teachers are fair to students, and the administrators are helpful to and reasonable with students.

Project MACK succeeded in affecting positive changes at McClymonds High School through a variety of programs that were designed and installed at the school. One of the several noteworthy programs that have contributed to the positive developments at McClymonds High School was a career cluster program. The career cluster program provided the students with "hands-on-learning" experiences in a variety of occupations including health, construction, transportation, personnel services, production, and manufacturing. Data collected on the target students in the program registered major accomplishments in both school and class attendance. The class attendance rate of the career cluster program students for the past three years averaged about 90% -- the highest class attendance recorded at the school by any program. Evaluation reports from the various occupational sites visited by the career cluster students also document success. For example, a supervisor at one of the stations noted, "The students' visit to the Field Printing plant was beneficial to the students and

to the employees who were directly responsible for orientation and guided tours through all segments of the operation. The duties and responsibilities of operating the plant were explained in detail. The students showed interest in work performed, cooperation and a willing attitude to learn."

The career cluster program made an impact in the city. One of the local newspapers - The Oak Leaf - described it as a program that may be "One of the most beneficial innovations in vocational counseling in recent years". The Post, another local newspaper, described the program as "A bold experiment attempting to make education relevant to McClymonds High School". The program has been instrumental in effecting positive attitudinal changes in students toward the world of work and school. The positive attitudinal changes of target students toward school manifested itself in improved class and school attendance of the students.

As part of Project MACK's activities, McClymonds testing committee planned and installed a testing program that provided needs assessment information concerning the instructional program of the school. The program also provided positive and encouraging atmosphere that optimized student performance on achievement testing. The comprehensive and integrated testing program at the school encouraged and enabled teachers, students, and the community to provide input into the planning and organization of the school's testing program. The high level of involvement in the testing program and the on-going consultation with all the interest groups at the school led to substantial increase in the number of students who participated in the standardized testing program in McClymonds High School. More than 82% of the students at McClymonds High School now participate in the testing program compared to approximately 65% in 1970. Through the efforts of the testing committee, orientation programs were conducted each year for the entire faculty. The orientation programs produced positive and productive testing programs and understanding on the part of both faculty and students of the need for and uses of standardized testing program.

McClymonds High School provided for the first two years a multiphasic health screening program, and for the last two years a dental health program for a large number of students at the school. As part of the project objective the program was designed to ameliorate the health problems of the students. Annual data collected on the health program showed that a substantial proportion of the students screened each year did receive follow up treatment. The results of the first year's program revealed several cases of sickle cell anemia. The experience at McClymonds prompted other high schools in the city to give special health examinations to determine if any of their students had this disease. The effect of the multiphasic program was felt in the community. For example, parents from the West Oakland community formed a committee on sickle cell anemia to help educate the community on the disease.

McClymonds implemented a successful Monterey Reading Program at the school during the last operational year of Project MACK. The Monterey Reading Program complemented the existing individualized reading program at the school. Pre and post test results of 36 target students of the program showed substantial gains of 2 years 4 months and 2 years 6 months in reading accuracy and comprehension respectfully. The "Learn and Earn" program continued to make satisfactory progress during the last year of the project. Target students of the program had poor attendance, disciplinary problems, failing or very low grades, and poor study habits and skills. By providing the target students with an

opportunity to work and earn money, the program succeeded in modifying the poor behavior of the target students. There was significant improvement in the attendance of the students who enrolled in the program; there were also significant changes in the students' attitude toward the world of work and school. Reports received from the supervisors of the various occupational sites indicate that the students made good progress in their various jobs. Below is a summary of the ratings obtained from the various work supervisors under whom the Learn and Earn students worked part time:

1. Personal Appearance: Seventy-one percent of the students were rated good, and 21% were rated excellent on personal appearance.

2. Punctuality and Attendance: The ratings were: Twenty-six percent excellent, 21% good, 28% poor and 10% unsatisfactory.

3. Dependability: Nineteen percent of the students were rated excellent, 24% received "good" on this characteristic and the ratings for poor and unsatisfactory were 19% and 12% respectively.

4. Initiative: A large proportion, 63% of the students were rated good or excellent on initiative. Only 10% were rated poor on initiative.

5. Quality of Work: Seventy-nine percent of the students were rated excellent or good on the quality of their work. Only 2% received unsatisfactory rating on his work.

6. Ability to Work with Others: Forty-three percent were rated excellent and 52% received good ratings on ability to work with others.

7. Interest and Enthusiasm: More than 59% of the students were rated excellent or good on this characteristic.

8. Follows Directions: Ninety percent of the students received positive ratings on their ability to follow directions. Sixty-four percent were rated good and 26% received excellent ratings.

The McClymonds High School Community Board has provided invaluable assistance to students, the school and staff of McClymonds High School. The Board's major thrust has been to assist the school to develop a) occupational education for students and b) broaden curriculum in occupational areas designed to meet the needs of students related to employment opportunities. To meet the above objectives the Community Board implemented two major projects -- Service Station and Rehabilitation Projects -- for McClymonds High School. The two projects provided students with "hands-on-learning" experiences in management, construction, and other related areas. The Board has been a creative force behind the positive changes that took place at McClymonds.

After going through the pains of change during the initial years of MACK's installation, McClymonds succeeded in affecting positive changes at the school. For one thing many of the people at the school and in the community have become acutely aware of the problems and prospects of the students. They have rec-

ognized the need to continue those programs that have brought about qualitative changes at the school; programs that have demonstrated success in providing target students with needed academic and marketable skills. The people at the school continue to manifest a commitment to work as a team with a focus on the pupil, the parent, the school, the community, and the teacher, to continue to affect qualitative changes at the school. McClymonds is viewed within the context of the total West Oakland community. This makes the present changes at McClymonds High School brought about by ESEA Title VIII Project unique, useful, and in need of future support. From an overall standpoint, McClymonds High School has demonstrated its potential to reverse the school's past history. Five years ago the dropout rate of the school was as high as 16.1%. This rate has now been reduced considerably to 6.2%. The dramatic improvements in the McClymonds holding power, achievement scores, and attendance show the tremendous progress that the school has made during the last four years. This achievement is of special significance when the contextual social problems confronting the school are taken into consideration. Present indications show, however, that McClymonds High School has dealt effectively with its dropout and academic problems.

INTRODUCTION

The intent of this report is to summarize and present the results of Project MACK activities for the fourth and final operational year of the project. Because of the requirement for an objective-by-objective summary of evaluation results, the basic data are presented to indicate progress made toward each objective. Guidelines and detailed description of project operation are contained in the project proposal and are not included in this report. The objectives listed in this report represent essentially the same objectives that were used for the previous school year. In addition to this introduction, the report contains a description of MACK's special programs, an analytical dialogue of McClymond's experience, and a summary of evaluation results for the project's 4 years of operation.

CONTEXT

Project MACK operated in McClymonds High School and its feeder junior high and elementary schools. The schools are located in West Oakland -- the extreme western section of the city of Oakland, California.

The city of Oakland is bordered on the north and west by the city of Berkeley. San Francisco Bay and the city of San Francisco form Oakland's western boundaries. The Oakland foothills and the city of San Leandro make up Oakland's eastern and southern boundaries. Long a small village in the shadow of San Francisco, Oakland experienced dramatic growth when many residents fled San Francisco in the wake of the earthquake and fire of 1906; the city has developed into a major metropolis since then -- the fifth largest city in the state of California.

Oakland's population is about 346,000. The racial-ethnic population of the city is approximately 47% white, 35% black, 10% Spanish surname, 5% other (Asian, Filipino, Hawaiian and Eskimo) and .7% Native American. The school district presently enrolls about 56,000 students in its 65 elementary schools, 15 junior high schools and 6 senior high schools.

MACK's target schools were McClymonds, one feeder junior high and five elementary schools. The high school, located in predominantly black west Oakland, had an enrollment of about 1,149 students. Ninety-nine percent of these students were black. More than 77% of the student population served by the project were enrolled in the Aid to Families with Dependent Children (AFDC) Program.

The need for the program was identified by the superintendent and the members of the Oakland Board of Education. Achievement test results reported by the Research Department of the Oakland Public Schools indicated that achievement at McClymonds fell significantly below city, state and national norms. The school district's attendance office reported that McClymonds had the highest rate of unexcused absences and greatest pupil mobility of any high school of the district. The dropout rate of McClymonds was higher than any other high school in Oakland prior to the implementation of Project MACK.

It is within the context briefly described above that the achievement of McClymonds High School presented in this report becomes especially significant.

THE PROGRAM

Scope and Structure

Project MACK was designed to reduce the dropout rate, to improve attendance and to raise the academic achievement levels of the students at McClymonds High School. The project consisted of four components -- management, student support, instruction, and community services -- to provide an integrated program for the total student population at McClymonds High School. Because of the "total school" as opposed to "pull out" approach to dropout prevention, the role of the principal was incorporated with that of the project director. In addition to this principal-project director each of the remaining three components was headed by an assistant director. Thus, management component of the project consisted of the principal-project director, and three assistant directors.

Instructional Component

This component was designed to provide a wide range of curriculum alternatives from which the students could choose. Special support to parents and teachers came from the math and the reading specialists. An instructional media center supported by math and reading programs provided a positive environment for individual learning and instruction. A career cluster specialist coordinated in-the-field job experience and provided information to students on the kinds of career alternatives available. Also, this component, through the assistant director and specialist, provided inservice training to the teaching staff. These inservice programs focused on diagnosis of strengths and weaknesses of students, the instructional program, and the preparation of special materials for meeting the identified needs.

Student Support

Through counseling and psychological services, the personnel of this component assisted students in the course selection, and future occupational training and selection. In addition, the assistant director, his staff of counselors, and a psychologist assisted students with individual and group problems and concerns. The component provided needed assistance to teachers and staff members through consultation and inservice training.

Community Services

The component was structured to coordinate community resources as necessary to assist in reducing the incidences of dropout. The Community Services component attempted to establish and supervise parent education programs and inservice leading to the facilitation of human relations. The component also sought to enlist the support and resources of the business community.

Management Component

Overall coordination of the school program and project were the responsibility of the principal-project director through the management component. The management process of the program encompassed the entire program, from the beginning of the planning through the evaluation of outcomes. The initial task of the principal project director was the identification of the management functions considered critical in the operation of the project as a whole as well

as the individual components of the program. There were at least five important functions which the management component was designed to perform, they were: 1) to involve people in the planning and operation of the program, 2) to organize and implement the program, 3) monitor and supervise the program, 4) communicate the purposes and progress of the program, and 5) evaluate the program. One of the major functions of management was to supervise and monitor the program to guarantee that it was operating efficiently and effectively at all times. A program monitoring system was designed to enable the management to a) identify operational problems, b) identify changes which needed to be made, c) determine if program activities were well scheduled, and d) determine the progress of program participants toward the stated objectives.

Community Board

The McClymonds High School Community Board serve as the representative Community Group to advise the project management and to provide input from the broader Oakland community. Membership was drawn from West Oakland community, East Oakland student and staff for high school, the University of California Berkeley, and the Oakland Public Schools.

Project Design

The conceptual framework of the project was based on the assumption that the causal factors leading to the students' failure to complete his high school education are various. Any project that has as its goal to significantly reduce the number of students withdrawing from school prematurely must attend to these various factors. Three causal factors were identified:

1. The inability of the student to cope with the academic, social and/or economic demands of the school.

In order for the student to be successful in school, he must possess the basic skills of reading and mathematics. The student must perceive the school as a source of personal growth and of preparation for future goals.

2. The failure of the educational institution to direct itself to the specific needs of its student population.

The educational institution must be aware of the strengths and weaknesses and goals that the students bring to it. It is upon this foundation that the school program should be developed. The educational institution in the past has too often attempted to mold the student to the goals of the institution with little or no attention to the needs that the student has.

3. The impinging upon a student of economic, social, family or physical pressures that derive from situations outside of the school environment.

The student does not enter the school as a tabula rasa. He brings a host of attitudes and goals. He may come with health deficiencies that prevent him from taking part in the total school program. He may bring family concerns or problems that inhibit adequate concentration to academic matters.

Project MACK was designed to identify these needs of the student. Once identified, programs were to be developed and implemented that would satisfy these needs. Thus, in the process of completing school, the student would gain skills, understandings, and a positive self-esteem.

BUDGET

1974 - 1975

	Appropriation	Adjusted Budget	Amount Expended	Balance
Instructional Component	$242,417	$221,885	$203,840	$18,045
Student Support Component	$176,698	$193,608	$184,577	$ 9,032
Management Component	$149,388	$156,961	$132,232	$24,729
Community Services Component	$ 31,497	$ 38,262	$ 30,208	$ 8,054
TOTAL	$600,000	$610,716	$550,857	$59,860

OVERALL PROJECT OBJECTIVES

1974-1975

Product Objective 1

Decrease the dropout rate by 15% as compared to baseline data of 1970.

The objective was exceeded. Project MACK, completed its fourth and final year of operation with success in reducing the dropout rate of McClymonds High School by 61.5%. The average dropout rate of McClymonds High School was 16.1% during the 1970-71 school year. The initial dropout rate of 16.1% has decreased drastically at the end of four years of MACK's operation to an all-time low of 6.2% during the 1974-75 school year. The 61.5% reduction of the initial drop-out rate indicates that the proportion of young people dropping out of McClymonds High School has substantially declined over the past four years. (See Table I)

TABLE I

Final Dropout Rates of McClymonds High School Students by Grade Level

Grade Level	Total N	% of Dropouts	-- N
9	327	3.1	(10)
10	384	8.3	(32)
11	273	7.0	(19)
12	165	6.1	(10)
TOTAL	1,149	6.2	(71)

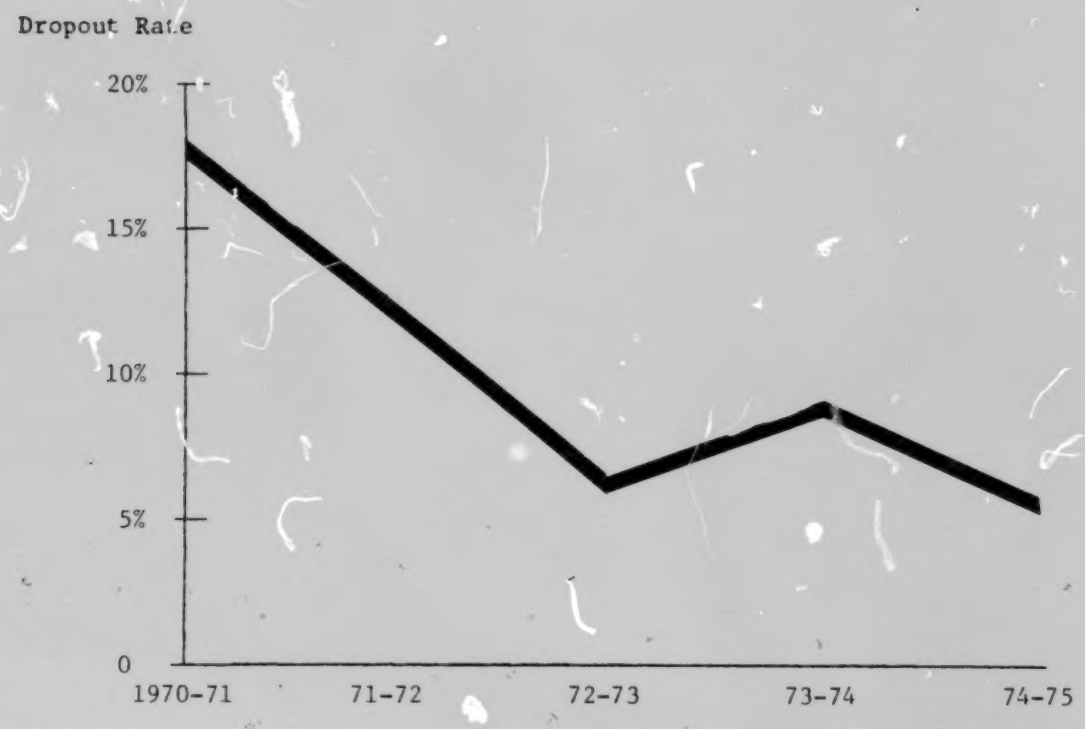
A year by year comparison of Project MACK's performance in preventing dropouts (see Figure 1) shows that McClymonds High School experienced a dramatic decrease in dropout rate during the first years of Project MACK's operation, especially during the 1972-73 school year. During the third operational year (1973-74) the dropout rate of the school regressed slightly from a second year low rate of 6.5% to 8.3%. The slight slippage, or lack of further reduction in the dropout rate during the 1973-74 school year reflected, among other things, the slight increase in the proportion of pregnant girls who dropped out temporarily to enter the Cyesis* program during the 1973-74 school year.

The relatively low dropout rate of the second and third operational years (1972-73, 1973-74) suggested at the time that the dropout problem that confronted McClymonds High School was sufficiently minimized, and perhaps the rate could not be significantly reduced any further because of the general belief that the few students who would continue to drop out would do so in many

*An alternative school program.

Figure 1

Yearly Reduction of Dropout Rate
at McClymonds High School 1970-71 to 1974-75

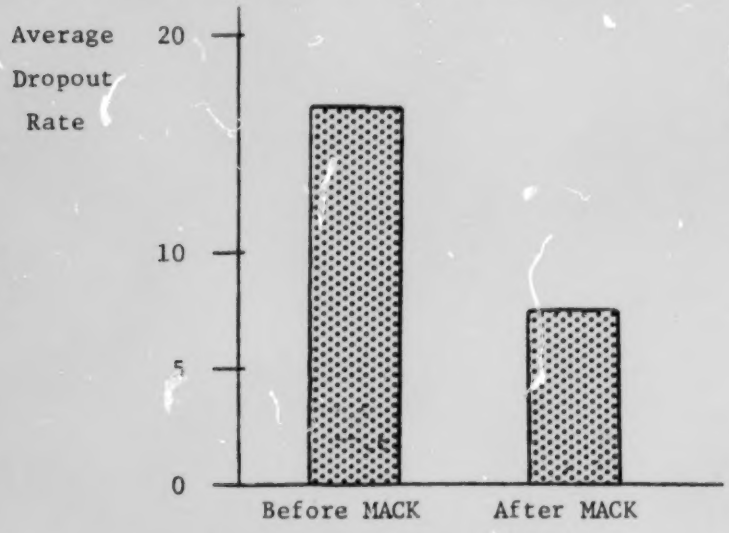


instances for reasons that were far beyond the control of the school. Dropout data collected during the 1973-74 school year appeared to substantiate this belief, for example, 27% of the total dropouts during the 1973-74 school year left the school because of pregnancy. However, the data in Figure 1 show that contrary to the general belief that there could be no further reduction of the dropout rate beyond the 6.5% rate for the 1972-73 school year, the coordinated efforts of the school staff led to further substantial reduction of the dropout rate during the 1974-75 school year. It is interesting to note that unlike the previous school years a relatively smaller proportion of girls left McClymonds High School for the Cyesis program during the final operational year. Approximately two-thirds of the total of 71 students who dropped out during the 1974-75 school year fell into the "Refused to Enter" category. Thirty-three out of the 71 dropouts were 18 years or older, and only five were under 18 years. On the whole, Project MACK has dealt effectively with the dropout problem at McClymonds High School.

Figure 2 shows the performance of Project MACK in preventing dropouts during its four operational years at McClymonds High School.

Figure 2

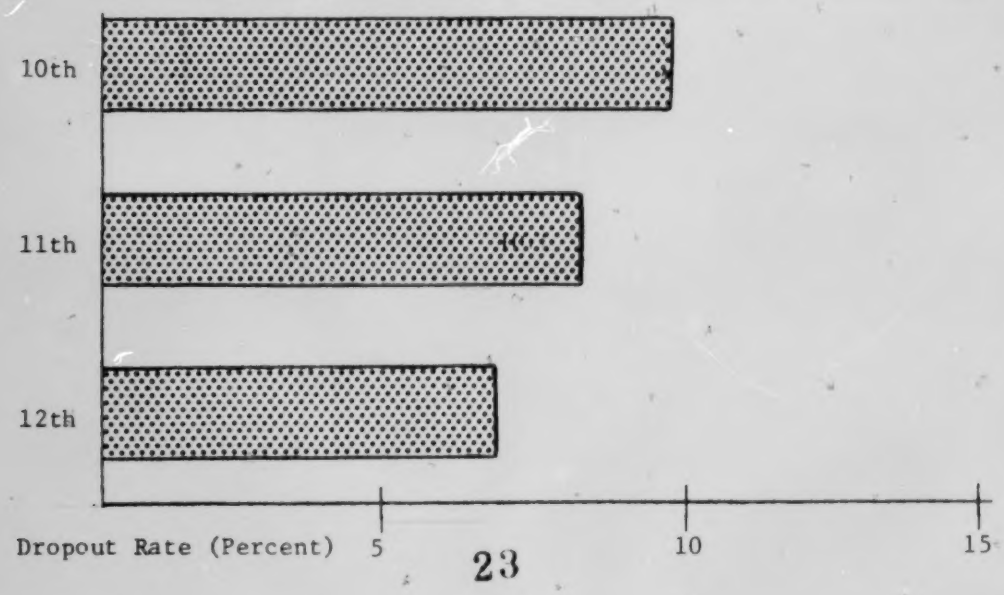
Average Dropout Rate of McClymonds High Schools
Before and at the End of Project MACK's 4th Year of Operation



Data collected on 10th graders who enrolled at the school during the 1971-72 school year, when the project was first implemented, further substantiate the effectiveness of the project in preventing students from dropping out of school. MACK reversed the previous dropout trend of the school. As shown by Figure 3, the dropout rate of 10th graders who enrolled at McClymonds High School during the 1971-72 school year show a systematic decrease each year as the students progressed through the grades.

Figure 3

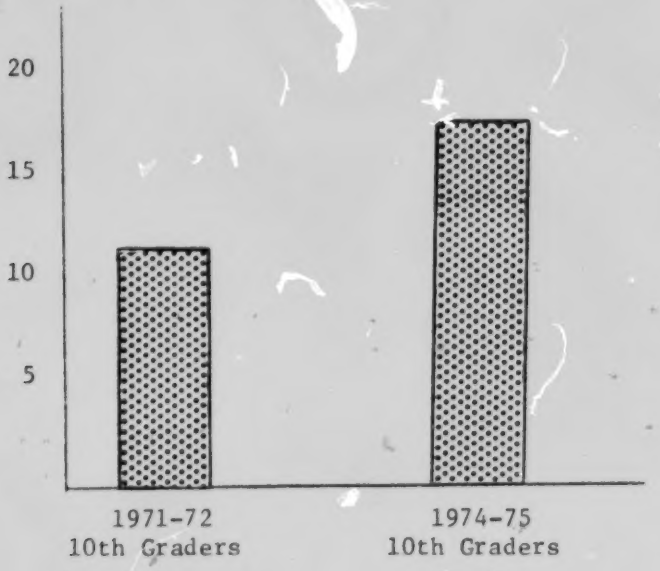
Annual Dropout Rate of 10th Graders
Who entered McClymonds High School During 1971-72 School Year



Another way of examining the increased effectiveness of the project during its final operational year is to compare the different percentage reductions of the dropout rates for 1971-72 and 1974-75 10th graders. When this comparison was made, as shown in Figure 4 the data indicate a 16.7% reduction of the dropout rate for 10th graders in 1974-75, as compared to an 11.3% reduction in 1971-72. Given the behavior similarities of the two groups of 10th graders under comparison the relatively high rate of reduction of the dropout rate of the "1974-75 10th graders" indicates that the project was more effective in its final year.

Figure 4

Percentage of Dropout Rate Reduction
For Two Groups of McClymonds High School 10th Graders



Product Objective 2.0

> Decrease the absentee rate by 25%, as compared to baseline data of 1970.

The baseline absentee rate of McClymonds High School for 1970-71 school year was 19.2%. The rate was reduced by 14.1% during the fourth and final year of the project's operation. McClymonds absentee rate has now been lowered from 19.2% to 16.5%.

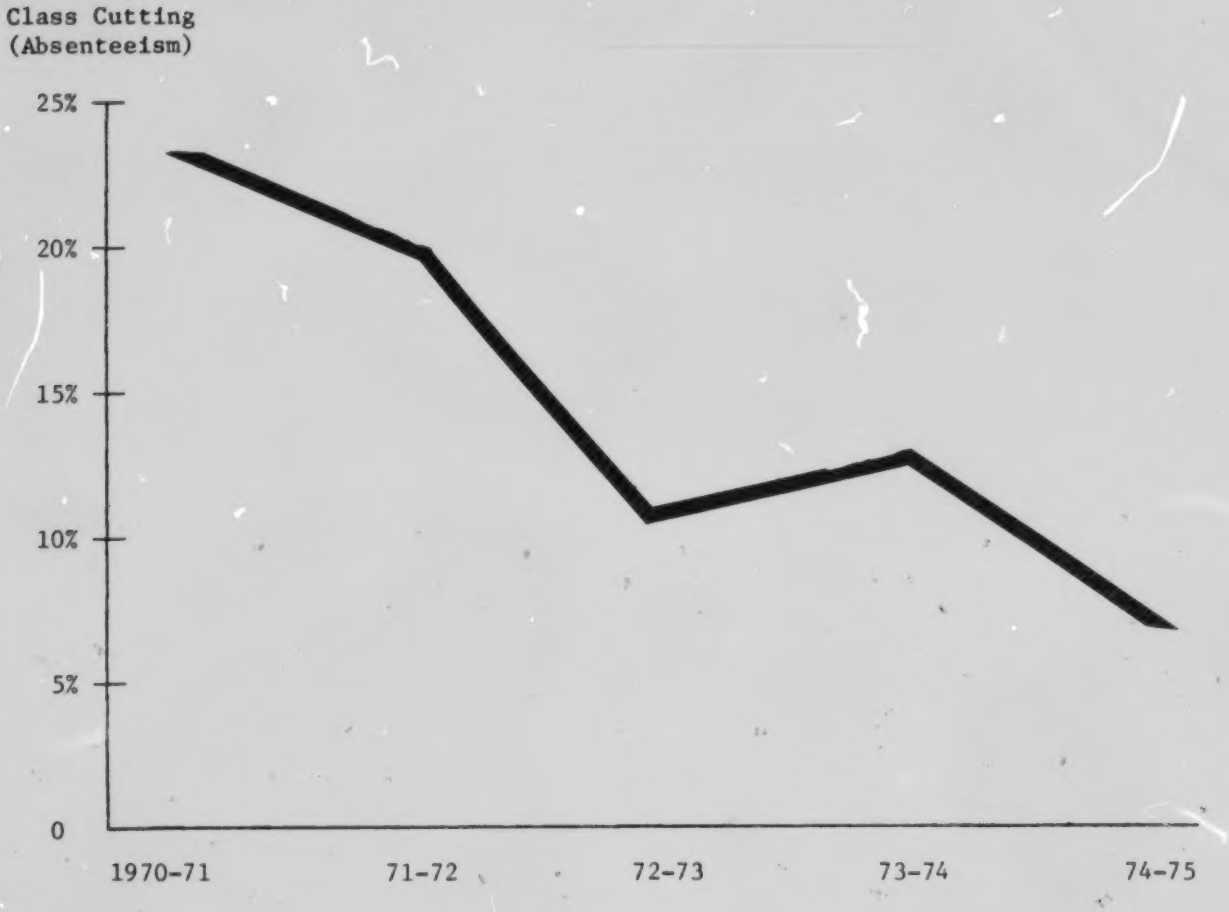
Product Objective 3.0

> Decrease the class cutting rate by 15% as compared to baseline data of 1970.

Project MACK exceeded its objective to decrease the 1970 baseline class cutting rate by 15% at the end of the 1974-75 school year. The 1970 baseline class cutting rate of 23.0% was reduced by 69.6% at the end of the final project year. As shown in Figure 5 the reduction has brought McClymonds high class cutting rate to an all-time low of 7.2%.

Figure 5

Reduction of Class Absenteeism at McClymonds High School
During Project MACK's Operational Years 1970-71 - 1974-75*

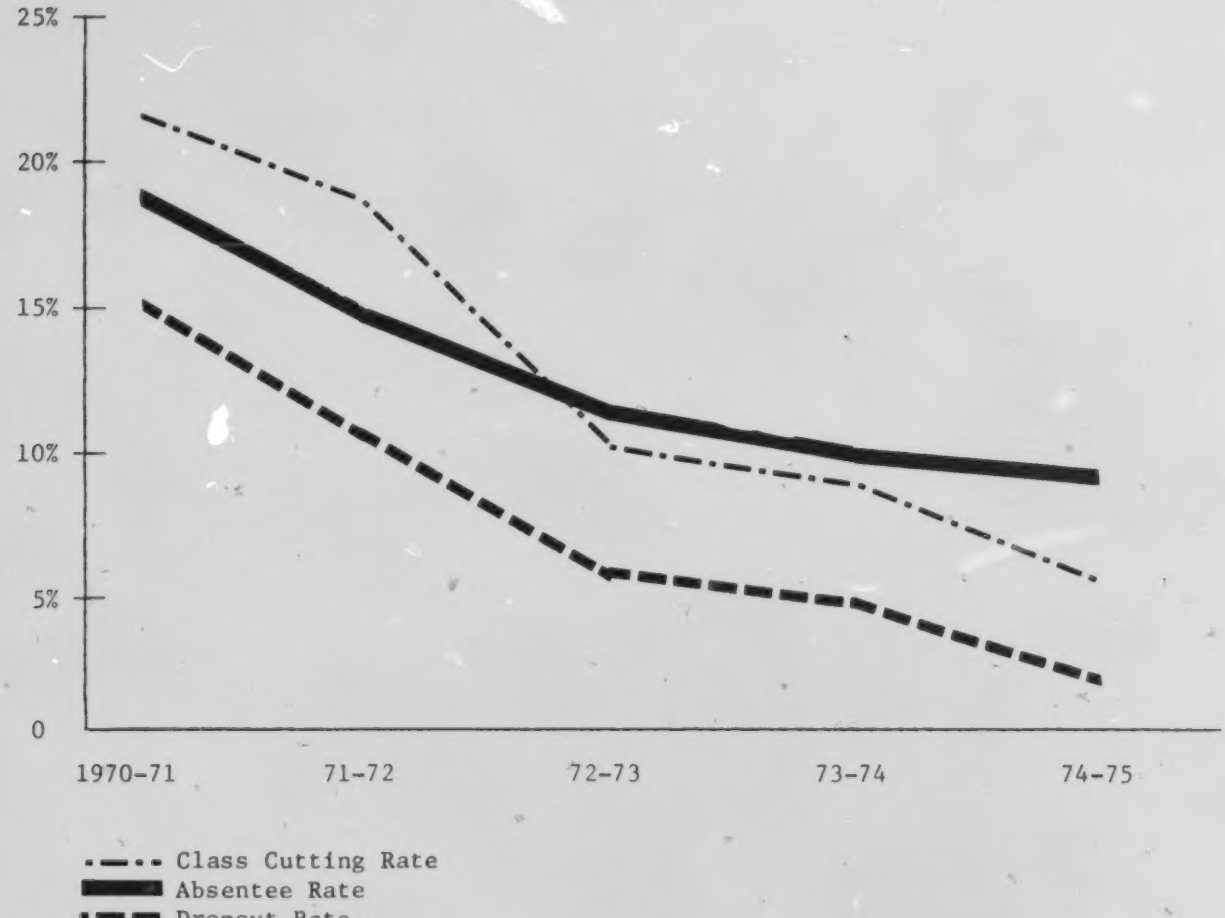


* The slight increase in class cutting rate during the 1973-74 school year is presumably an artifact of data collection procedure since McClymonds changed from the regular 7 class periods per day to modular schedule. The change necessitated modifications of attendance data collection procedures.

Data on the annual reduction of dropout, class cutting, and absentee rates presented in Figure 6 show that the dropout and class cutting rates decreased more rapidly during the project years than that of absenteeism.

Figure 6

Yearly Reduction of Dropout, Class Cutting and Absentee Rates of McClymonds High School



Product Objective 4.0

Increase student achievement by 1.0 grade placement level above the pretest scores obtained by a standardized test.

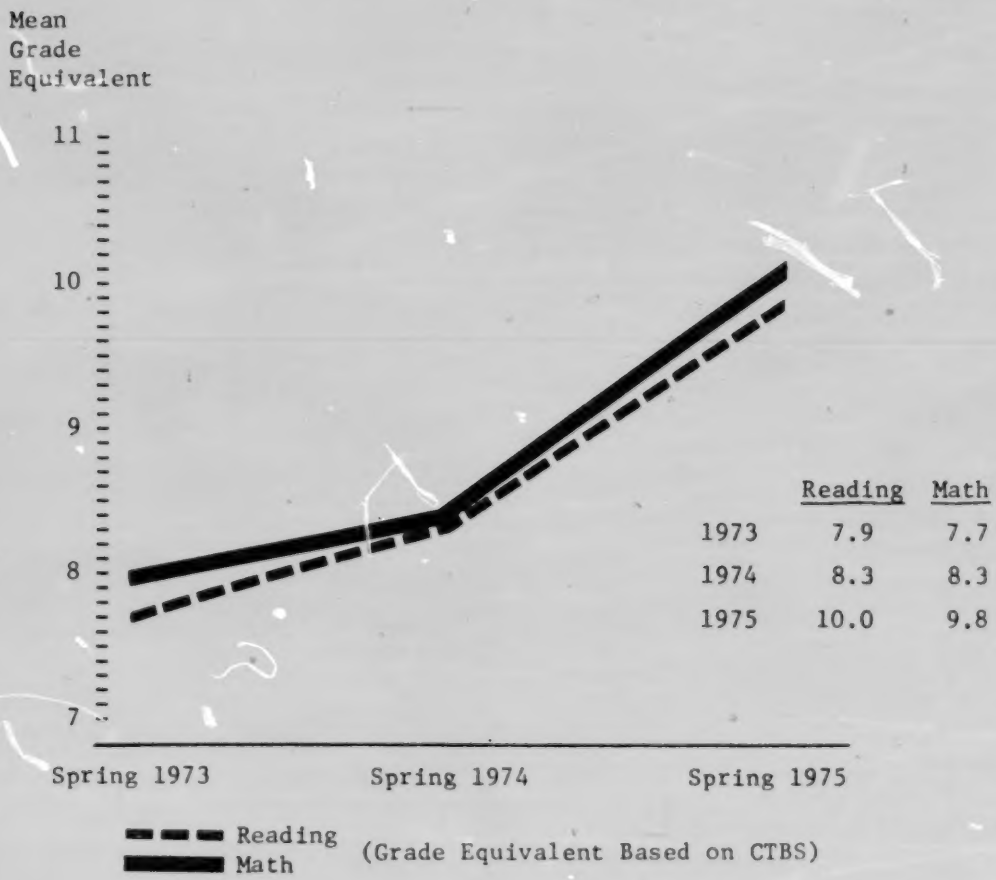
Project MACK has been instrumental in affecting major changes at McClymonds High School. Target students of the project have shown substantial growth in

the cognitive areas of reading and math. For example, the results of pre and post achievement test scores (Spring 1974 and Spring 1975) of McClymonds 10th graders showed 12 and 10 months gains in reading and arithmetic respectively.

As shown in Figure 7 the results of 12th grade achievement testing for the past three years show that the mean grade equivalent of McClymonds 12th graders in reading which was 7.9 in 1973 has now been raised to 10.0. Target students of MACK's individualized reading and IPI Math programs (a subset of the total student population) have shown systematic improvement in reading and math. For the past three years, target 11th grade students have made at least an average gain of 7 months and 6 months in reading and math for 10 months of instruction respectively.

Figure 7

Mean Grade Equivalent of McClymonds High School 12th Graders
Spring 1973 - Spring 1975



	Reading	Math
1973	7.9	7.7
1974	8.3	8.3
1975	10.0	9.8

Data presented in Table II show the gains made by each grade level during the 1974-75 school year. Gains recorded by the total 9th and 11th graders of McClymonds High School in reading were significantly higher than those recorded in previous years. Even though the gains fell below the stated objective, they provide an impressive record of the overall effectiveness of the new academic programs in raising the test scores of students at McClymonds High School.

TABLE II

Mean Grade Equivalent and Pre-Post Gains
in Grades 9-12 on Reading and Mathematics Tests
Administered in October 1974 and May 1975

Grade	Test	N	Pre Test GE	Post Test GE	Gain in Months
9	CTBS Q3				
	Reading Total	188	6.4	7.1	7
	Arithmetic Total	190	6.4	6.8	4
10	CTBS R4				
	Reading Total	179	6.9	7.0	1
	Arithmetic Total	172	7.1	7.7	6
11	CTBS Q4				
	Reading Total	152	7.5	8.1	6
	Arithmetic Total	122	7.9	8.4	5
12	CTBS S4				
	Reading Total	113	9.6	10.0	4
	Arithmetic Total	108	9.5	9.8	4

Product Objective 5.0

Increase student satisfaction with educational programs at McClymonds High School.

The objective was met. Project MACK has increased the satisfaction of a large proportion of McClymonds High School students with the educational programs at the school. The results of an initial student survey conducted during the 1970-71 school year show that only 43.9% of McClymonds students indicated satisfaction with the school's course offerings and academic programs. The proportion of satisfied students has increased steadily from the time the project was implemented to an all-time high of 61.0%.

MANAGEMENT COMPONENT

The overall coordination of the school program and the project were the responsibility of the principal-project director through the management component. The management process of the program encompassed the entire program, from the beginning of the planning through the evaluation of outcomes. The initial task of the principal project director was the identification of the management functions considered critical in the operation of the project as a whole as well as the individual components of the program. There were at least five important functions which the management component was designed to perform, they were: 1) to involve people in the planning and operation of the program, 2) to organize and implement the program, 3) monitor and supervise the program, 4) communicate the purposes and progress of the program, and 5) evaluate the program. One of the major functions of management was to supervise and monitor the program to guarantee that it was operating at all times efficiently and effectively. A monitoring system was designed to enable the management to a) identify operational problems, b) identify changes which have been made or needed to be made, and the reasons and effects of such changes, c) determine if program activities were carefully scheduled, and d) determine the progress of program participants toward the desired objectives.

To facilitate the installation of ESEA Title VIII project at McClymonds High School and to make it operational at the target date of February 1, 1971, the district requested and was granted three months lead time from November 1970, to January 1971, by the U. S. Office of Education. Figure 8 shows the procedural time chart which depicts the major task component of the project and their scheduling.

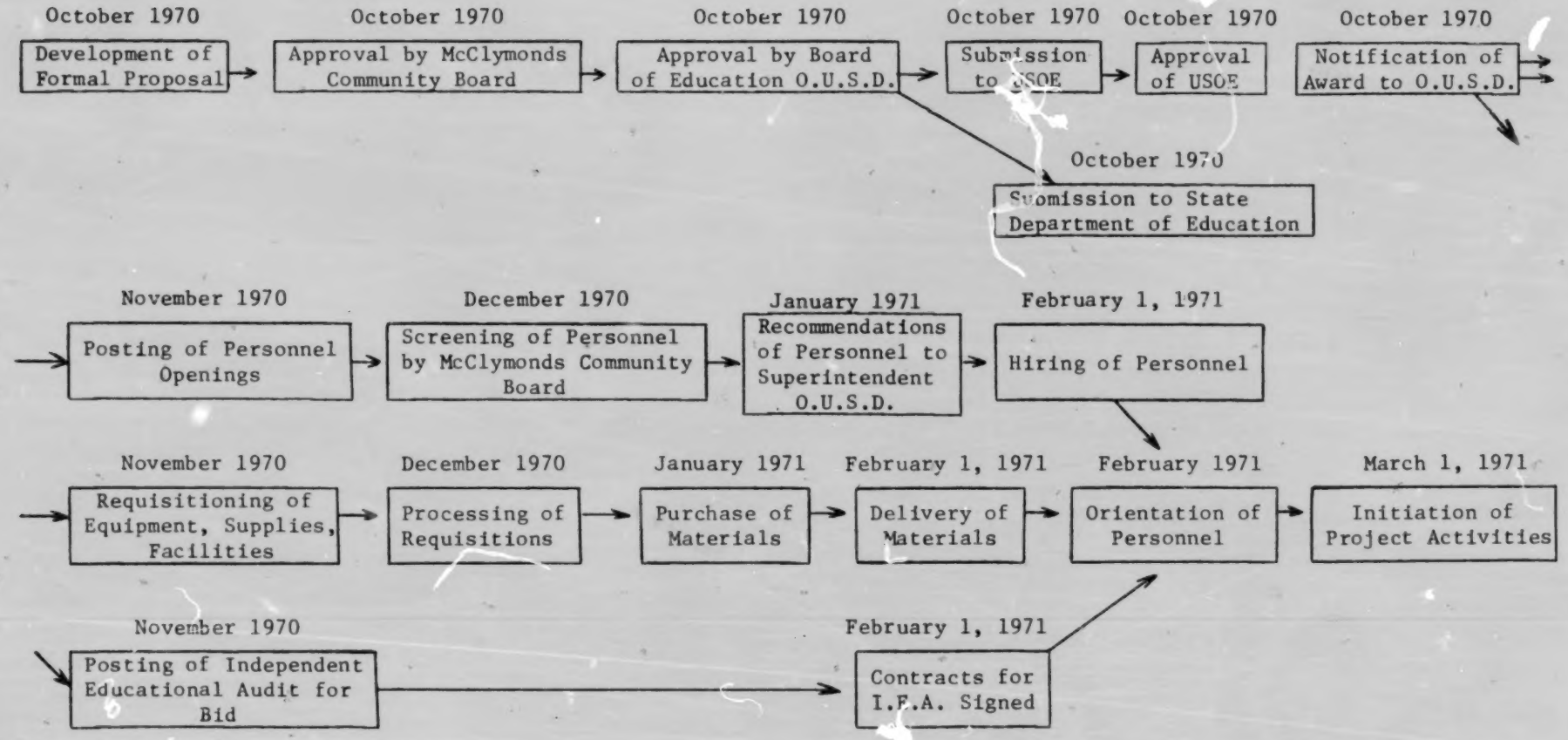
The management process shown in Figure 8 constituted one of the most critical activities of the project's successful installation. According to the proposal, all the project staff were to be hired by February 1971, and provided with intensive orientation on the philosophy, objectives, and activities of the proposed project. Orientation activities preceding the installation and operation of a major project are very essential, in that they provide program management and personnel time to ensure that all the people involved in the project are aware of their responsibilities and interrelationships with others. However, many of these essential activities could not be performed as designed. With the exception of the assistant director for community services component who was hired on February 1, 1971, none of the new project staff was hired before the project activities began in March 1971. The assistant director of instruction and the reading specialist were brought on board two months after the scheduled project implementation date. Some of the critical project positions were filled as late as six months after the project was installed. The delay in assemblying needed project staff as originally scheduled for the "kick-off" of the project activities affected the full installation of the project during 1971-72 school year. As expected, the first operational year of the project became a difficult one for the management.

In order to resolve the organizational problems that confronted the project at the beginning of the 1971-72 school year, changes were made in the management structure of the project. A new position, regional administrative assistant to the project, was created to act as a liaison between the school, the regional and the central offices, to coordinate the project in the feeder schools,

and work closely with the fiscal department of the school district in resolving the fiscal problems that confronted the project. The project had a second Principal Project Director before the end of the first operational year. During this same operational period, both the assistant director for instruction and community services components left McClymonds High School. The reading specialist also left in June 1972. The position of the assistant director of community services was finally eliminated in 1973 because the project could not be funded at the expected level. After going through the initial problems, the management component was strengthened and began to deal effectively with management problems of the project in subsequent years.

Figure 8

MANAGEMENT PROCESS BY TASK AND TIME



Process Objectives
1974-75

The Management Component had seven major process objectives to meet during the 1974-75 school year. Activity records of the component indicate that the objectives were met.

Process Objective 1a.1

> The Title VIII Coordinator will conduct monthly meetings with project director, Regional Superintendent, principals of feeder schools, evaluator, and other personnel to insure coordination and articulation of all elements of the project.

The objective was met by the Project Coordinator. The stated monthly meetings were conducted by the project coordinator to facilitate the smooth operation and coordination of the project activities.

Process Objective 1a.2

> The Title VIII Coordinator will function in a liaison role between the Oakland Public Schools' Central Office, McClymonds High School, the junior high and elementary schools of the attendance area and the U. S. Office of Education.

All indicators show that the Project Coordinator functioned as a liaison between Oakland Public Schools' Central Office and the target schools of the project.

Process Objective 1a.3

> The Title VIII Coordinator and the Principal-Project Director will submit quarterly reports, final evaluation reports and other required communications with the U. S. Office of Education in accordance with the U.S.O.E. requirements

The objective was met. Quarterly, Evaluation, and other project reports were submitted to the U.S.O.E. in accordance with the project regulations.

Process Objective 1a.4

> The Principal-Project Director will meet twice monthly with component directors and other project personnel to identify overall strengths and weaknesses, to outline corrective actions and increase support when required; to review budgets and time factors as they relate to progress.

The objective was met. Instead of semimonthly meetings as stated above, the Principal-Project Director met once every week with his component directors for the stated objective.

Process Objective 1a.5

> The Principal-Project Director will produce monthly reports for the Community Board showing progress towards objectives and needs of the project.

The objective was met. Monthly progress reports were submitted to the Community Board on Project MACK program and activities.

Process Objective 1a.6

> By March 15, 1974, the Principal-Project Director will submit evaluations on members of his staff, including Assistant Directors, to the Personnel Office of O.P.S. in accordance with policies of O.P.S.

The objective was met.

Process Objective 1a.7

> The Management Component will plan, organize and conduct - with consultants - inservice workshops for administrators, teachers, and students during the year for staff and student development.

The objective was met. Four inservice workshops for teachers were conducted at McClymonds High School during the school year as part of the staff development program stated in the above objective.

INSTRUCTIONAL COMPONENT

1974-75 Product Objectives

Product Objective 2b.5

> Students enrolled in the reading and math labs during 1973-74 will show an average growth of 1.0 years as measured by pre and post CTBS.

The objective was met by target students of the Monterey Reading Program. Students who enrolled in the Monterey Reading Program recorded dramatic gains in reading accuracy and comprehension. As shown in Table III, the target students made 2 years 4 months and 2 years 6 months gains in reading accuracy and comprehension respectively.

TABLE III

Mean Grade Equivalents and Pre-Post Gains in Reading
Made by Target Students of the Monterey Reading Program*

	N	Pre Test GE	Post Test GE	Grade Level Gains
Reading Accuracy	36	2.9	5.3	2.4
Reading Comprehension	36	3.6	6.2	2.6

* Two parallel forms of the Gilmore Individual Reading Test were used for the Pre and Post tests administered in September 1974 and in June 1975.

The objective -- an average growth of one year -- was met by target 9th and 10th graders in reading and math respectively. As shown in Table IV the students who enrolled in IPI and the Individualized Reading Programs made significant gains in both reading and mathematics.

TABLE IV

Mean Grade Equivalents and Pre-Post Gains of IPI and Individualized Reading Program Target Students*

Grade	N		Pre-Test GE May 1974	Post-Test GE May 1975	Gain in Months
9	115	Reading	5.3	6.3	10
	84	Math	5.7	6.1	4
10	57	Reading	5.6	6.3	7
	55	Math	5.3	6.4	11
11	36	Reading	6.1	6.8	7
	36	Math	6.0	6.7	7

*Grade Equivalents are based on CTBS administered to target students in Spring 1974 and Spring 1975. Levels of the testing instruments are:

	Spring 1974	Spring 1975
9th Grade	CTBS R3	CTBS Q3
10th Grade	CTBS R3	CTBS R4
11th Grade	CTBS Q3	CTBS Q4

Product Objective 2b.6

All students enrolled in the reading and math labs will attend at least 80% of their lab classes during the 1973-74 school year.

The objective of the special programs to raise the average class attendance rate of target students to 80% during the 1974-75 school year could not be met. (See data presented in TABLE V) The special programs have experienced class attendance problems from the target students for the past four years. More than 50% of students who were enrolled in MACK's special programs -- reading, math, and incentive programs -- have failed to obtain an average class attendance rate of 80% for the past four years. This is because the special programs enrolled essentially functional dropouts. Given the poor class attendance of many of the target students before they enrolled in the programs, the class attendance rates presented in Table V appear to be noteworthy achievements for the special programs. The class attendance rate of 47.2% for students who enrolled in the reading program during the 1974-75 school year was slightly lower (10.7%) than the rate of the target group for the previous year. However, the IPI students showed six percent improvement in class attendance during the 1974-75 school year over the rate of 1973-74 school year.

TABLE V

Class Attendance Rates of a Sample of Target Students Enrolled in IPI, Reading, and Monterey Programs During 1974-75 School Year

Program	Attendance Rate (%)
Reading	47.2
IPI	63.9
Monterey	65.2

Management Objectives

Process Objective 2a.1

Submit monthly progress reports to the Principal-Project Director regarding accomplishments of component objectives.

The objective was met. Major activities of the component were usually presented to the Project Management during weekly planning meetings as stated above.

Process Objective 2a.2

Maintain timelines for the component by monitoring progress through reports from reading and math teachers, media specialist, and career cluster coordinator.

The objective was met.

Process Objective 2a.3

Hold monthly meetings for the purpose of program planning and evaluation with coordinators of all programs of the component.

The objective was met. The component staff held regular department meetings to plan or make necessary program changes.

Process Objective 2a.4

Evaluate staff members of the component by March 1, 1974, as defined in the O.P.S. Guide for Evaluation and Improvement of Professional Services.

The objective was met.

Process Objectives

Process Objective 2a.7 to 2a.8

> 2a.7: All students enrolled at McClymonds High School with reading and math scores on the Spring CTBS less than 5.6 will be scheduled to reading and math laboratories by October 1, 1973.
>
> 2a.8: Students whose reading and math scores are above 5.6 but less than 7.6 on Spring 1973 test scores will be assigned to reading and math workshops by October 1, 1973.

The objectives were met. Approximately 121 students for the reading lab and 300 for the workshop were selected in accordance with the stated criteria (CTBS reading scores of less than 5.6 for the lab and above 5.6 but less than 8.0 for the workshop). Each target student was given a diagnostic reading test at the beginning of the school year and a prescribed instruction to address his deficiencies and improve his reading skills. In addition to the reading lab and workshop, Monterey Reading Program was implemented at McClymonds High School to complement the individualized reading program. Approximately 80 students with reading scores below 5.6 were selected as target students for the Monterey Program. The program had four instructional assistants. They worked with the target students in groups consisting of two students who met for half an hour in a reading session. The session was divided into two approximately equal 15 minute segments; during the first 15 minutes the students read word lists from selected test books. The remaining time was devoted to reading from graded supplementary books. Each student received 15 minutes of direct intensive instruction and help from an assistant any time he or she participated in the program. Forty-nine of the 80 students who enrolled in the Monterey Reading Program had daily 15 minute classes. The remaining 31 students participated two or three days per week (depending on individual student's schedule) in the program. Target students in the program received tokens on the basis of their daily performance. The students exchanged the tokens for "back-up reinforcement", such as records, posters, tickets for school sports, etc., at the end of a reading session. The problem with the program's reinforcement or reward system, as pointed out in the midterm report, was that as students continued to make progress, the number of tokens they received decreased accordingly (to make them presumably less dependent on rewards). High performance led to a lesser number of rewards. Consequently, some of the target students were more inclined to miss reading words or lower their performance in order to receive more tokens for rewards.

Process Objective 2a.7

> 2a.7: All students enrolled at McClymonds High School with reading and math scores on the Spring CTBS less than 5.6 will be scheduled to reading and math laboratories by October 1, 1973.

Students with CTBS scores of less than 5.6 were scheduled into the mathematics IPI program. Approximately 500 students enrolled in the program. There were some delays in implementation of all the IPI classes due to 1) the large

number of new 9th graders who qualified for the program, and 2) shortage of IPI materials at the beginning of the school year. However, intensive efforts were made to resolve the problem early at the beginning of the school year.

Process Objective 2a.11

> Students for the three phases of Career Cluster Program will be selected by the Career Cluster Coordinator in conjunction with the project staff by September 15, 1973. Criteria for selection will be developed by the Career Cluster staff by September 1, 1973.

The objective was eliminated because the Career Cluster Program as originally designed and implemented was phased out at the end of the 1973-74 school year, and turned into a career center. McClymonds High School emphasized career education for all students during the 1974-75 school year. The career center was well equipped and provided classroom teachers with needed materials and information for teaching career education.

Program Description

The Instructional Component was designed to address itself directly to reading and mathematics skills of students at McClymonds High School, and to provide the students with a wide range of curriculum alternatives. This part of the report will describe four major programs that were designed and implemented by the Instructional Component to meet its stated objectives.

Career Cluster Program

The traditional secondary school curriculum does not adequately meet the immediate and long-range needs of a large proportion of the diverse student body in the urban school district. To correct this situation at McClymonds High and its feeder schools, a Career Cluster program with a broad range of curricular alternatives in six occupational clusters was proposed for development and implementation during the 1971-72 school year. The specific clusters were:

1. Business Occupations - Sales, office, support, and managerial positions.

2. Medical Occupations - Nurses' aides and orderlies at the low-skill level up to the physician and psychiatrist in the highest skill levels.

3. Transportation, Communications, and Utilities - Telephone operators and bus drivers at the lower skill levels to high managerial positions.

4. Production and Manufacturing - Research and development which would cover the whole manufacturing community in Alameda County, ranging from simple machine operation through the development of new products.

5. Construction - Real estate, engineering, and the entire housing industry from basic construction skills to sales of real estate property and urban planning classifications.

6. Public Service Occupations - Human services, beginning with the subprofessional aide in recreation, welfare, education, etc., and police, fire protection, city services, sewers, water pollution, etc.

Out of the proposed six occupational clusters, health services and construction/maintenance were selected for implementation during the 1971-72 school year. The two clusters were selected because of projected manpower needs in the field of health services and construction/maintenance.

When it became known in August 1971 that two career clusters were to be implemented at McClymonds, the Career Cluster coordinator held meetings with an Advisory Council to the Career Cluster program (the council consists of

representatives from business, industries, community, and various government agencies in Oakland) to develop some general guidelines for the program. The council agreed among other things that the Career Cluster program should:

1. Focus on the student, the parent, the school, the community, and the teacher in its approach to help students graduate from McClymonds High School with marketable skills.

2. Seek to foster commitment to career education among:

    a) parents in McClymonds attendance area
    b) teachers and students who sometimes equate success with academic accomplishment

3. Be available to all 10th-grade students at McClymonds High School, especially those who will have the most difficult time surviving without skill training.

4. Complement the existing programs at McClymonds High and its feeder schools.

5. Help students who wish to enter a career on completion of their secondary school education to make a selection on the basis of their understanding of many available options.

In the process of developing the first formal plan for the program, the program coordinator:

1. Reviewed most of the available literature on career education with emphasis on career clusters.

2. Obtained information on career clusters from Dr. Maley of the University of Maryland; John Adams High School in Oregon, which has a well-developed career cluster program; and USOE Regional Office in San Francisco.

3. Visited:

    a) schools in the San Francisco Bay Area with career education programs
    b) Washoe County School District in Reno, Nevada

4. Attended a number of workshops on career education conducted by the Alameda County and Gregg-McGraw-Hill.

5. Had an intensive but informal discussion with a sample of 12th and 10th-graders at the McClymonds High School on career education. A major purpose of the discussions was to secure students' opinions and evaluations of their course-work. The discussions enabled the coordinator to introduce the students to the concept of Career Cluster education. Based on the data secured from the investigations, the program coordinator developed a 3-year plan for implementing the program. The plan was submitted to the project evaluators, McClymonds High School staff, McClymonds High School Community Board, and the program advisory council, for comments and suggestions.

The plan had three major stages:

Stage I -- Career Exploration
Stage II -- Career Selection
Stage III -- Career Preparation

The major thrust of Stage I was to provide selected students with an awareness of different occupations and their skill requirements, and to afford them an opportunity to observe and sample systematically a variety of work conditions.

Stage II was designed to achieve the following goals:

1. Provide selected students with modest skills in selected clusters.

2. Provide the students an opportunity under supervision to participate in work experience at selected occupational sites.

3. Help each student to plan for his or her future education and/or skill training.

4. Provide the students with related interdisciplinary courses to complement their career exposure.

The third and last stage of the program would prepare selected students for entry-level positions or post-high school education in students' desired career areas.

Program Implementation

The project staff secured a total of 45 exploratory work stations from the Oak Knoll Naval Hospital and the Public Works Department of Alameda Naval Air Station for the first stage of the program.

Stage I: Career Exploration

The Career Exploration stage started in February 1972 with a full time coordinator and one student teacher. The program coordinator is certificated by the State of California and has received intensive preparation and work experience in business education/administration. The student teacher had 5 years of work experience in industrial arts. He was assigned as the construction/maintenance cluster teacher. In addition to her responsibility as head of the program, the coordinator took charge of the health cluster. Each teacher was responsible for classroom instruction and supervision of his or her students at various occupational sites.

Seventy 10th graders for the program were selected by a committee consisting of: a) the program coordinator, b) a media specialist, c) a reading specialist, d) a math specialist.

The committee conducted an indepth interview with all 10th graders who applied to participate in the program. It selected 70 students for the program on a basis of interest and demonstrated commitment to Career Cluster education.

As part of the selection procedure, the principal project director sent agreement letters to parents of the students who were selected. The letter sought to obtain the approval and cooperation from parents for their child's participation in the program.

The 70 selected students were divided equally into health and construction/maintenance groups. During the first 2 weeks of the program each group spent 2 hours in Career Cluster classes for orientation. After the initial 2-week orientation each group followed its "cluster schedule." The class schedule consisted of tours, field and classroom work, and the use of guest speakers. The construction/maintenance group spent 9 and 4 hours per week for field and classroom work on construction/maintenance, respectively.

The students had their field work at the Alameda Naval Air Station and Highland and Oak Knoll Hospitals. They toured such places as Berkeley Family Planning office, Richmond Health Center, West Oakland Mental Health Center, U. C. Medical Center, Mt. Zion, and the University of California School of Optometry in Berkeley.

The students were placed with supervisors from the various occupations. For example, each of the 35 students in the construction/maintenance group was placed with a craftsman at the Alameda Naval Air Station. The students explored various occupations such as carpentry, woodworking, painting, glazing, locksmith, masonry, welding, etc.

Students in the health cluster had an opportunity to explore the various aspects of health services in the Bay Area. Specifically, they were assigned on rotational basis to explore such departments as EKG, emergency, radiology, orthopedics, dietary, medical records, etc.

The groups explored the two clusters for 8 weeks. At the beginning of the 9th week they exchanged clusters: students in construction/maintenance went into health and those in health became the construction/maintenance group. The whole cycle of practical field experience and theoretical work was then repeated.

The students in the program had two regular classrooms at McClymonds High School. One of the classrooms had different kinds of materials on careers that were used by the cluster teachers for instructional purposes. The cluster teachers used a variety of teaching strategies such as role-playing, team teaching, small group sessions, peer group teaching, and lectures.

Stage II: Career Selection

Stage II of the Career Cluster program was implemented in September 1972. The target group consisted of 55 11th graders who passed the Career Exploration course and a few other students who demonstrated special interest in the program.

The students were divided into two groups -- health and construction/maintenance -- according to their interest. Those in the health services cluster had their field work at Kaiser Hospital. The students had an opportunity to observe and participate in work experience in the various departments of the hospital.

The construction/maintenance groups consisted of 25 students. During the first semester of the 1972-73 school year the group participated in a special program designed by the coordinator and the industrial arts department of McClymonde High School. The group was divided into subgroups of four or more students. Each subgroup was attached to one of the following areas in the department: carpentry, electronics, auto mechanics, and drafting for its theoretical and practical training. The subgroups were rotated at the beginning of the 5th week of instruction. The rotation enabled all the subgroups to receive instructions in the four areas.

Each of the students in the construction/maintenance group pursued an in-depth study of one of the four areas he/she covered during the first semester. Two courses in industrial math and health science were developed for students enrolled in Career Selection stage of the program. Each student in Career Selection spent 3 hours a week in either the industrial math or health science course depending upon his or her chosen cluster.

The following problems were encountered in the planning and implementation of the program:

1. Staffing

    a. Cluster teachers and coordinator could not be hired early enough to give them time for program planning. The student teacher for the construction/maintenance cluster was hired 1 week before the program was installed.

    b. A qualified teacher could not be hired to teach the health services cluster during the 1971-72 school year.

    c. Due to inadequate staffing the program coordinator was overburdened and could not devote much time and attention to serious program planning.

2. Work Stations

    a. Work stations for program students were secured late (during the second semester of the 1971-72 school year). This problem has not yet been resolved for the students in the construction/maintenance cluster.

    b. The industries tend to show reluctance to work with or train low-achievers.

3. Student Attitudes

    a. Some students exhibited poor attitudes at the occupational sites.

4. Implementation Problems

a. Only two of the proposed six clusters could be developed and implemented during the 1971-72 school year, restricting a broad range of occupational clusters that could have been explored by the students in the program.

b. Lack of designated classrooms for Career Cluster instruction was seen as a major problem by the coordinator.

Many of the above problems were resolved during the subsequent years.

Stage III: Career Preparation

The 3rd and final phase of the program -- Career Preparation -- was implemented in September 1973. Health, Construction/Maintenance Clusters were installed for the twelfth graders who were selected for the final phase of the program. There were twenty-two students in health, and eight in the Construction/Maintenance clusters. Students in the health program received instruction on career guidance from September to January. Plans to place twelfth graders in vocational work stations could not be implemented because the school could not secure additional work stations for the career preparation students. Eight students in the Construction/Maintenance cluster took advance courses in construction and maintenance in the Regional Occupational Center Program at McClymonds High School.

The program enrollment records show that 26 of the original 70 students who enrolled in the program during the 1971-72 school year continued in the program until they graduated at the end of the 1973-74 school year. Thus, in spite of its high achievement in the area of class attendance, the program lost a substantial proportion of its original target group of students for a variety of reasons including:

1. Lack of interest in the occupational clusters that were secured for exploration

2. Disciplinary problems--disobedience at the occupational site. Students with serious disciplinary problems were usually dismissed from the program.

3. Class conflict--some students left the program because their class schedule conflicted with that of the program.

4. Lack of progress in program course work.

5. Withdrawal because of home problems.

6. Transfers to another program at MACK.

7. No outside work stations.

8. Graduated from McClymonds High School before June.

On the whole, the Career Cluster program appears to be one of the most successful programs at McClymonds High School in providing students with hands-on-learning experiences. Additionally, data collected on the target

students who enrolled in the program show that the career cluster students had the highest class attendance rate at the school. For example, the class attendance rate of 1971-72 target group was 90.4 percent for the school year despite the fact that the students had to catch the bus at 7:00 AM for their field work. The average class attendance rate of the career cluster students for its three years of operation at McClymonds High School was around 90%. An evaluation report of the cluster teachers indicate that the target students were generally satisfied with the program. For example, 86.2 percent of the students felt that they learned more about the clusters they explored. The students expressed their viewpoints on the program as follows:

> "I have learned a lot about the parts of the body. I think the way the lungs operate is beautiful. I am determined to become a doctor."
>
> "I think all schools should be like the Career Cluster. This should be why we come to school--to learn more about careers we might go into."
>
> "Not many young ladies are interested in construction occupations, but I am. I like making things. I have made several things out of wood since being in the program. I just want to show those men that women are coming up and can do construction work; maybe better than them"

However, not every student in the program was satisfied with his or her experience. A few students felt they did not like "going to the hospital."

The evaluation reports from the occupational sites document success:

"The students' visit to the Field Printing Plant was beneficial to the students and to employees who were directly responsible for orientation and guided tours through all segments of the operation. The duties and responsibilities of operating the plant were explained in detail. The students showed interest in work performed, cooperation, and a willing attitude to learn. One deficiency was noticed in the program: not enough time was allotted for maximum orientation of students so as to provide total understanding of the operation."

The Career Cluster program made an impact in the city. One of the local newspapers (The Oak Leaf) described it as a program that may be "one of the most beneficial innovations in vocational counseling in recent years." The Post described the program as "a bold experiment attempting to make education relevant to McClymonds High School."

The Health Cluster of the program was the most effective component and showed consistently positive results because the cluster was fully implemented during the program's first year of operation. Evaluation report obtained from the Kaiser Permanente Medical Center showed positive comments on the performance of students who enrolled in the health cluster. The results of student ratings by supervisors at the Kaiser Medical Center presented in Table VI show that a large majority of the students were given excellent ratings on their work performance.

TABLE VI

Percentage of Career Cluster Students rated "Good or Excellent" on five areas of interest to the Business Community

Areas	% Rated Good or Excellent
Interest in Work	64.7
Students' General Attitude while at the Center	67.6
How student follow instructions	79.4
Eagerness to Learn	58.8
Appearance	82.3

Our experience with the Career Cluster program at McClymonds High School has convinced us of the importance of the following suggestions for successful implementation of a Career Cluster program.

1. Secure all stated number of work stations from selected industries before students are selected for the program.

2. Qualified teachers for selected clusters should be hired at least 3 months before program is implemented to allow them to develop detailed plans for field and classroom work.

3. Cluster teachers should orient student supervisors from the industries on the characteristics of the program students and the major objectives of the various stages of the program.

4. Selected students should be given intensive orientation in classroom on selected occupations for explorations.

5. Expected behavior at occupational sites should be made quite explicit to program students at the beginning of the program.

6. Efforts should be made to have fewer students (preferably one or two placed with one supervisor at the work sites).

7. Parents should be involved in the program as much as practicable.

8. Proximity of work stations to the school should be considered an important factor for selecting work stations. (It reduces transportation cost and saves valuable class time.)

Mathematics Individually Prescribed Instruction (IPI)

The mathematics IPI at McClymonds High School was implemented at the beginning of the 1973-74 school year. This particular program was designed by the Research for Better Schools, Inc. The IPI math curriculum has been developed by sequencing specific math areas that need to be mastered by students. The content of the curriculum has been broken down into 10 specific areas which are in a prerequisite order from Numeration-Place value to applications (see Figure 9). In other words, the content of the math IPI program consists of a sequence of areas or topics. Each of the 10 topics (areas) have been further developed over a range of complex behaviors which are also in a prerequisite order from Level A through Level G. As shown in Figure 9 each cell of the grid called a unit of instruction represents a number of instructional objectives. The objectives in a unit of instruction are arranged in a hiarchy that leads to terminal goals of that unit.

The IPI Program at McClymonds has served approximately 500 students each year. The target students of the program were selected in August before the school year began in September. The students were selected on the basis of their test scores -- 5.6 or less on CTBS. Selected students for each year were given placement tests at the beginning of the school year. The purpose of the test was to 1) determine the learning profile of the students along the learning continuum (or areas), 2) to measure mastery for each unit of work, and 3) observe the strengths and weaknesses of the target group. The results of the placements test were used to place each student at a unit in each topic or content area.

The IPI program depends heavily on testing and accurate record keeping. Since several specific objectives are assigned to each unit of work, the target students were pretested after the placement test to discover specific objectives within a unit that each student knew or has mastered. The pretest was designed to measure the specific objectives within a specific area and level of learning continuum. It provides information on the student's strengths and weaknesses on each objective within the level and unit of work and thus helps the program staff to determine the learning tasks to be assigned to a target student. The results of the pretest are used to place a student at the particular objective within a unit. Unlike the placement tests which are administered to target students only once at the beginning of a school year, the pretests are administered to target students who complete their instruction on the first unit of study for the next sequential unit. Thus, the pretest is used to place target students at each successive unit in the curriculum Figure 10 shows a completed placement test profile for a target student.

A third form of IPI testing, posttests, are assigned at the end of each unit (area) of prescribed work to determine student mastery of a unit or area. Thus a student's posttest score indicates growth in total behavior of the level and unit tested. The fourth and last kind of testing used in the IPI is the Curriculum-Embedded Test (CET). It is an achievement test which measures the mastery of a single skill within a unit. The CET has two parts: (1) it measures the students' progress toward a particular objective, (2) it serves as a short pretest of the students' ability to achieve the next objective within a unit and level of work.

The IPI Program with its heavy emphasis on testing requires that the program staff engage in systematic planning to meet the essential requirements of the program. At least weekly planning sessions were needed by the component staff to develop instructional resources, improve classroom management, organize student groups and to coordinate their implementation in line with the program model. While the program staff held regular meetings for the purpose of program planning and evaluation, the staff encountered many difficulties during the first year of the program installation.

Figure 9

IPI Mathematics Continuum

	Mathematics Areas	Level of difficulty From easy (Level A) to difficult (Level G)						
		A	B	C	D	E	F	G
1	Numeration/ Place Value							
2	Addition/ Substraction							
3	Multiplication							
4	Division							
5	Fractions							
6	Money							
7	Time							
8	Systems of Measurement							
9	Geometry							
10	Application							

Figure 10

IPI STUDENT PROFILE AFTER COMPLETION OF PLACEMENT TESTING

Name _____ Date _____

Grade _____

	Mathematics Areas	Placement Level							Placed at Level
		A	B	C	D	E	F	G	
1	Numeration/ Place Value								F
2	Addition/ Substraction								E
3	Multiplication								D
4	Division								D
5	Fractions								D
6	Money								F
7	Time								E
8	Systems of Measurement								E
9	Geometry								C
10	Application								C

Program Staff

There were five math teachers involved in the IPI Program during the 1973-74 school year. Each spent an average of 51 modules per six-day cycle in the program. During that school year the program had one full time teacher aide and one student aide who spent 20 hours per week with the program. Changes were made in the program during the school year. Target students were required to complete their prescribed work on a particular unit within two six-day cycles, instead of allowing them to progress at their own pace. The decision was made because of a general concern the students were "moving too slowly" through their prescribed programs. However, during the 1974-75 school year the staff decided to allow students to progress at their own pace instead of requiring them to cover specified number of units within specified number of days.

Data on the First Operational Year of the Program

The number of units mastered by the target student in the program is one of the measures of a student's rate of progress through the program. Since each student was required during the 1973-74 school year to complete his or her prescribed program on a particular unit within two six-day cycles, each student should have (theoretically) covered all the ten areas at least once during the school year. However, data collected on the program show that the average target student mastered six out of the ten areas during the school year. The target students failed to cover all the ten areas for a variety of reasons, the most important ones being:

1. Students could not progress at the expected rate of one unit per two cycles.

2. Much time was spent on end of year tests. For example, the program staff spent two cycles on student orientation for the CTBS.

3. Certain units in the continuum, e.g. division, took a much longer time for the students to master. Division took the average target student four instead of two six-day cycles to master the required skills.

4. Poor class attendance.

5. Much time was spent on placement tests because there was no cut-off date for students to enroll in the program. As a result the staff spent much time on testing new students every month as they enrolled in the program. Placement tests which could have taken a few days at the beginning of the school year took as much as two six-day cycles to complete before instruction for the target group began.

6. Selected classrooms for the program were not ready at the beginning of the school year. It took some time before the staff and the students could settle in their classrooms for instruction.

7. Assemblies and other school activities affected the program to the extent that they led to the cancellation of many IPI classes.

Program Management

Because of the unique pecularities of the modular schedule, which was implemented during the 1973-74 school year, many IPI students had two or three different teachers for the same subject. Others had overlapping classes, and had to leave IPI classes early in order to attend another class. The program was confronted with scheduling problems. For example, not all the target students in the IPI program had four days of 45 minutes of instruction per cycle. All these deficiencies were corrected at the beginning of the 1974-75 school year. The correction led to a smooth running of the program and accurate record keeping on the progress of all the target students.

During the past two years some IPI teachers have felt uncomfortable with individualized instruction in mathematics, because of a feeling that "not much actual teaching takes place when math classes are individualized." The mathematics IPI program, as stated earlier, was designed specifically to reduce the amount of teacher-initiated communication, or "lecturing" in the classroom. In fact, the responsibility for teacher/student communication in the math IPI, and for that matter in many individualized programs falls upon the student. Thus, the traditional role of the teacher as "a lecturer" and one who initiates communication with the class changes in the IPI program to that of a facilitator. The program staff went through the change -- from "lecturer" to "facilitator" with obvious difficulties. Many of the staff felt quite uneasy about the program, particularly those who maintained that IPI may not help the students.

In spite of the inherent witnesses in the program management, there were many positive findings of the IPI program that need to be highlighted. The following are some of the positive outcomes of the program:

1. Many students, especially those who attended class regularly learned to assume responsibility for their education. They seemed to have developed a sense of self-motivation and independence.

2. Disturbing horseplay in IPI classes was minimal.

3. IPI teachers had more knowledge of each student in the program and taught for mastery of specific math skills.

The IPI program has been effective in raising the mathematics achievement scores of students at McClymonds High School. The gains in mathematics scores of students who enrolled in the IPI program summarized below indicate the effectiveness of the program.

Gains in Mathematics

1. 1974-75 School Year: Seventy-four 10th graders who enrolled in the IPI program made 11 months gain in math on pre-post CTBS tests administered in May 1974 and May 1975.

Thirty-six 11th graders also made 7 months gain in math on the CTBS test administered in May 1974 and 1975.

2. 1973-74 School Year: Forty-one 12th and forty-five 11th graders who enrolled in the math program (Mathematics Individually Prescribed Instruction - IPI) made 7 and 6 months gain respectively in mathematics.

3. 1972-73 School Year: One hundred and five 11th graders in the math program made 5 months gain while seventy-four 12th graders gained 8 months.

Reading Program

The reading program consisted of a reading lab and a workshop. The program enrolled approximately 550 students each school year for the past three years. The lab enrolled students whose reading scores on the CTBS were less than 5.6, while the workshop concentrated on students with reading scores above 5.6 but less than 7.6. The program was established to offer individualized instruction based upon flexible grouping to selected students. Like the IPI, the reading program is premised on recognizing inter and intra pupil variability and on assisting each target student to reach the program objectives. Target students in the program were given a Fountain Valley Reading Skills Test at the beginning of the school year to determine the strengths and weaknesses of the students in vocabulary development, comprehension and study skills. On the basis of the results of the diagnostic test, the staff developed instructional tasks or prescribed programs for each student. Each student worked at his or her own pace on a prescribed program. Target students had to demonstrate mastery of their prescribed programs by passing a test before they could "move on" to a new skill area. To graduate from the reading lab a target student had to take a posttest in all the three areas--vocabulary, comprehension, and study skills--and demonstrate mastery of the prescribed skills in the three areas before he or she could be promoted to the reading workshop. The achievements of the students who enrolled in the reading program has been overwhelming. The annual test results summarized below indicate quite clearly that the reading program has dealt effectively with the reading problems that confronted many students at McClymonds High School.

1. 1974-75 School Year: A target group of 115 ninth graders who enrolled in the reading program made 10 months gain in reading scores on pre-post CTBS tests administered in May 1974 and 1975.

   Seventy-eight tenth and 36 eleventh graders in the program also made 7 months gains each in total reading scores.

2. 1973-74 School Year: Forty-six 11th graders who enrolled in the reading program made 9 months gain for 10 months of instruction in reading.

3. 1972-73 School Year: Sixty-eight 11th and fifty-nine 12th graders who enrolled in the reading program made 7 and 6 months gain respectively.

Monterey Reading Program

The Monterey Reading Program was implemented at McClymonds High School during the 1974-75 school year. Approximately 80 students with reading scores below 5.6 were selected as the target group for the reading program. The program had four instructional assistants. The instructional assistants worked with the target students in groups consisting of two students who met for half an hour in a reading session. The session is divided into two approximately 15 equal minute segments. During the first 15 minutes the students read word lists from selected text books. The remaining 15 minutes is devoted to reading from graded story books. Each student received 15 minutes of direct instruction and help from an assistant any time he or she participated in the program. Forty-nine of the 80 students had daily classes in the Monterey Reading Program. The remaining 51 students participated two or three days per week (depending on the individual student's schedule) in the program. Target students in the program received tokens on the basis of their daily performance. The tokens were exchanged for "backup reinforcement", such as records, posters, tickets for school sports, etc. at the end of the reading session. The problem with the program's reinforcement or reward system was that as students continue to make progress the number of tokens they received decreased accordingly (to make them presumably less dependent on rewards). Thus high performance led to a lesser number of rewards. Consequently there was a tendency on the part of many students to miss reading words or lower their performance in order to receive more tokens for rewards. Pre-post reading test scores of the target students in the Monterey program showed dramatic gains indicating the effectiveness of the program.

STUDENT SUPPORT COMPONENT

The student support component was the second largest component of Project MACK, absorbing approximately 33% of the total 1972-73 budget ($654,181). The student support component implemented a number of intervention programs during the past three years designed to meet these objectives. They were: student effectiveness, student incentive, self-help, student activities, creating your own future, multiphasic health screening program, student activities, creating your own future, and learn and earn projects.

With the exception of the dental screening and learn and earn programs, the special programs of the student support component were all phased out or had become part of the regular school program before the 1974-75 school year began. Consequently the evaluation of the component activities will be limited to only learn and earn and dental screening programs. As part of the general phase out activities during the last year the component was reorganized to enable it to function effectively after Title VIII project ends in June 1975.

The counseling staff of the student support component became part of the four administrative units attached to each grade level. The units consisted of two counselors, an Assistant Director, and other supportive staff.

Product Objective 2b.12

> Fifty or more work/study stations will be obtained for students enrolled in "Special Projects Program" by September 15, 1973

Process Objective 2a.13

> Plans for "Special Projects Program" will be developed and implemented by the project management by September 1, 1973

The objective was met.

The special program - "Learn and Earn" -- was developed for 67 students selected on the basis of the criteria listed below. The program was implemented on October 3, 1973. It was designed specifically for students with the following characteristics:

1. Poor school and class attendance
2. Disciplinary problems
3. Failing or low grades
4. Poor study habits and skills

Essentially, students in the Learn and Earn Program were functional dropouts. The target students spent three hours at school and three hours at work each day. The program staff secured four major work stations for the students during the 1973-74 school year. They were:

1. Naval Air Station, Alameda
2. Naval Supply Center, Oakland
3. Oakland Army Base, Oakland
4. East Bay Municipal Utility Department, Oakland

Parents of the students who enrolled in the program were requested and agreed to sign an agreement with the school to the effect that each student would be paid only when he or she attended school and the job regularly. During the first year of its operation, the Learn and Earn Program had four teachers, two teacher coordinators, one reading and one math teacher. The two teacher coordinators spent half of their time to supervise students at school. The Learn and Earn reading teacher spent about one-third of her time with the Language Art Department and the remaining two-thirds of her time with students in the Learn and Earn Program. The target students were divided into two groups. One group worked in the morning and attended school in the afternoon, while the other group worked in the afternoon and attended school in the morning. The program began at a time when Project MACK was experiencing severe budget reduction. It continued during the 1974-75 school year to serve students with severe attendance, disciplinary, and financial problems. There were major changes in the program structure due to limited funds. The initial enrollment of 67 students was reduced by 50% to 47 students at the beginning of the 1974-75 school year because the total staff of the program was reduced from 4 to 1 full time staff member. Attendance data collected on the target students showed that the work attendance rate of the group increased from 60% at the end of the first year to 64% at the end of the 1974-75 school year. The class attendance rate for the target group during the past two years has been very encouraging, in fact, the attendance rate of the Learn and Earn students was higher than that of the students who enrolled in both reading and math programs. The Learn and Earn program has generated enthusiasm among the work supervisors at the Naval Air Station, Naval Supply Base, Oakland Army Base, and East Bay Municipal Utility Department.

Product Objective 3b.8

> At least 85% of those students who have been identified as having health problems will be seen by a medical professional as indicated by records kept by the nurse at the target schools.

Process Objective 3a.9

> The nurse will make medical or dental appointments for students with health problems whose parents cannot do so and where time will be saved in critical cases.

Product Objective 3b.8 was partially met, and Process Objective 3a.9 was met. The dental health screening program was conducted for McClymonds High School students on the 18th, 19th, and 25th, and 26th of November 1974. The program was preceded by preparatory activities -- tooth brushing, lectures on dental hygiene and the goals of the screening program -- to increase student participation in the program. It was decided at the beginning of the school year to limit the program to some 700 9th and 10th graders. Approximately half of the 9th and 10th grade students (350 students) participated in the screening program. The table below (Table VII) shows the results of the screening program by categories of the nature and severity of dental problems that were identified. After the screening program, the school nurse initiated intensive post screening activities to assist students who were identified as having problems to secure needed professional help. Letters were sent to inform and advise parents on the type of dental problems of the students. A

sample of 20 students who were identified as having dental problems were sent to Chabot College for followup treatment, but many of the students refused to continue the followup treatment at the college. McClymonds High School budgeted $200 for every Category I student who had no dental insurance to cover the cost of his or her treatment; $150 and $75 was budgeted for each category II and III student respectively for the same reason. Approximately $5,500 was spent to secure professional dental services for students who fell into the three categories.

TABLE VII

Results of McClymonds Dental Screening Program

Category of Dental Problems		N.	%
Category I	Very serious dental problem--care needed immediately	64	18.0
Category II	Serious dental problem	128	36.6
Category III	Needs dental check-ups	158	45.0

COMMUNITY SERVICES COMPONENT

The Community Services Component was designed to coordinate necessary community resources needed for preventing dropout at McClymonds High School. A major objective of the component was to establish and supervise parent education and inservice programs for the community and to articulate them with the on-going adult education program of the Oakland Public Schools.

The Community Services Component functioned as a discreet component for only a small portion of the second project year, because the assistant director for the component resigned in October of the 1972-73 school year. Before the position could be filled, it became apparent that the Title VIII Project was to undergo significant budget cuts. The project management decided to eliminate the position of Assistant Director for Community Services in the interest of using money available to the project most effectively.

The management and the school staff continued to conduct community activities within the limited time and resources available to them to fill some of the gaps created by the elimination of the Community Services Component. Some of the activities included an open house, evening dinner, the McClymonds community tea, and publication of McClymonds newsletter. Parent groups were also organized to work in the school in the areas of scholarship, preparation of parents' handbook, and general community input.

Project MACK's Feeder Schools

Project MACK was first implemented at McClymonds High School in 1971. During the 1973-74 school year, MACK was expanded into six elementary schools in accordance with its original design. The school were:

Bunche Elementary
Clawson Elementary
Durant Elementary
Lafayette Elementary
King Elementary
Prescott Elementary

The project management, including the principals of the feeder schools, agreed to spend a total of $34,174.81 in the elementary schools during the 1973-74 school year to help improve the instructional programs in the feeder schools. The table below shows the amount that each feeder school received for instructional materials and supplies. During the fourth and final project year, however, the amount of dollars spent in each of the feeder schools on instructional materials and supplies was reduced $2,000.

Figure 11

Distribution of Funds in MACK's Feeder Schools
for Instructional Materials and Supplies for
1973-74 School Year

School:	Amount Received for Instructional Materials and Supplies
Bunche Elementary*	$ 3,764.82
Clawson Elementary	3,752.48
Cole Elementary*	3,817.86
Durant Elementary	3,946.58
Lafayette Elementary	3,941.92
King Elementary	3,952.58
Prescott Elementary	3,321.31
Lowell Junior High*	5,656.36
Hoover Junior High*	2,020.90
TOTAL	$34,174.81

* Cole and Bunche were combined into one school, and so were the two junior high schools (Lowell and Hoover) during the school year.

Peer Tutoring and Contingency Management Program

Clawson, one of MACK's target elementary schools developed peer tutoring and contingency management programs for the children. MACK's coordinator and the school staff selected and trained 60 fifth and sixth graders as tutors to work with preschool and grades K-4 children. The tutors spent a 50-minute period each day under the supervision of classroom teachers and assisted their peers in math and reading. They worked on one to one basis with their tutees. The tutors met with the program coordinators once every week for further training and discussions of their classroom experience.

Many teachers at Clawson who were involved in the peer tutoring program were enthusiastic about it. The program could not be implemented at the beginning of the school year as anticipated, because of insufficient funds. About half of the trained tutors could not continue with the program to the end of the school year because the school district's construction program brought some changes in the organization of the elementary schools in West Oakland.

Five teachers from Clawson received a four-day training in Castro Valley in contingency management and the use of diagnostic instruments for identification of students with learning problems.

Three of the five trained teachers applied some form of contingency management in their classrooms. For example, one teacher used a "point system" -- gave her students points for completing specific tasks. The students exchanged the points for a variety of things e.g., pencils, toothpaste, candies, soap, etc. Another teacher signed contracts with her students on specific objectives that each student agreed to accomplish within each week. There was also a reward room with educational games that was used by students who completed their assignments or tasks for each week. Only students who showed consistent improvement in behavior could go to the reward room for educational games.

The installation of the tutorial and contingency management program at Clawson was due to the efforts and enthusiasm of the principal, the teachers, and MACK's coordinator. There were many instances when the program staff had to spend their own money to buy rewards for the students in order to "keep the program going." Because the program could not be implemented on the date originally planned, the staff could not apply behavior modification techniques in a systematic way as originally intended.

The Clawson program generated enthusiasm among some staff members, parents and the students. Many positive comments were received from people involved in the program. However, the contingency management and peer tutoring program did not lend itself to an objective evaluation, because the program could not be implemented as originally planned. Consequently, critical baseline data on the target groups could not be secured. It must be noted, however, that the comments of the principal, parents, and teachers who were involved in the program indicated that they were pleased with the efforts and felt the program helped many students with behavior problems.

Summary and Conclusions

From an overall standpoint ESEA Title VIII Project MACK -- More Advanced Careers and Knowledge -- has been a very successful project at McClymonds High School. Project MACK has substantially reduced the dropout, attendance, and class cutting rates of the school to an all time low rate. Additionally, the project has raised the academic performance of McClymonds High School students, and reversed the previous low academic status of the school within the Oakland school district.

MACK experimented with and made operational an array of instructional and guidance efforts (Career Cluster, IPI, Monterey Reading, and Individualized Reading Program, Creating Your Own Future, Intensive Counseling, Learn-and-Earn, etc.) which effectively reduced the dropout, attendance, and class cutting rates and increased student academic performance as well as satisfaction with school.

Through the resources made available by the project, a variety of innovative services such as Multiphasic and Dental Screening programs, Hands-on-Learning Experience, Special Students Activities program, etc. which were unavailable to students in other schools in the district, were provided to target students of McClymonds High School. As part of an incentive program, over 60 students were placed in part time jobs which were related to their career aspirations. Additionally, the Career Cluster program provided an opportunity to over 70 students to explore the variety of occupational clusters including business, medical, transportation, construction, and public service occupations.

The project effectively expanded into the feeder junior high and elementary schools and installed two incentive programs and contingency management program in the elementary schools. A review of MACK's feeder schools programs show that they made noteworthy achievements in improving the attendance of the elementary school pupils. Project MACK has been instrumental in changing the negative attitude of many parents towards McClymonds High School. The results of parent interviews for the past three years show that the majority of the people residing in McClymonds attendance area have developed positive attitudes toward the school. They feel the school is now doing a good job and students' performance in math and reading has improved considerably. Project MACK was confronted with organizational problems during its first year of operation. This was due partly to inadequate preparation of the project staff and partly to a variety of factors which usually affect the implementation of new programs in an established institution. No one could anticipate beforehand that the project would produce the overpowering consequences it did in the initial stages of its installation. But after going through the initial critical periods of project installation, the personnel of McClymonds High School succeeded in accomplishing the major goals of the project. The accomplishments of the project summarized below indicate that success in the areas of dropout, attendance, and academic achievement is slow, yet recognizable and possible. The accomplishments of Project MACK constitute new foundation blocks for the school's future growth and development.

SUMMARY OF PROJECT ACCOMPLISHMENTS

Overall Project Objectives	Magnitude of Problem Before Project MACK	Level of Problem After Project MACK	Accomplishments	Objective Met or Not Met
1) Decrease the drop out rate by 15% as compared to 1970 baseline.	1970 Baseline dropout rate -- 16.5%	Dropout Rate in 1975 -- 6.2%	61.5% reduction of the baseline rate.	Objective Exceeded.
2) Decrease the absentee rate by 25% as compared to baseline rate of 1970.	1970 Baseline Absentee Rate -- 19.2%	1975 Absentee Rate -- 16.5%	14.1% Reduction of baseline absentee rate.	Not Met.
3) Decrease class cutting rate by 15% as compared to baseline rate of 1970.	1970 Baseline Class Cutting Rate -- 23.0%	1975 Class Cutting Rate -- 7.2%	69.6% Reduction of the 1970 baseline rate.	Objective Exceeded
4) Increase student achievement in a) Reading b) Mathematics	Mean Grade Equivalent* of 1973 12th graders in a) Reading and b) Math were 7.1% and 7.7% respectively.	Mean Grade Equivalent of 1975 seniors in reading and math were 10.0% and 9.8% respectively.	The academic status of the school as measured by the performance of each years 12th graders has improved immensely.	Objective Met.
5) Increase student satisfaction with educational programs at the school.	43.9% of McClymonds students indicated satisfaction with the school's program in 1971.	61.0% of the students indicated satisfaction with the school's program in 1975.	17.1% increase.	Objective Met.

*The 1973 mean GE of the 12th graders was computed from the results of CTBS.

SUMMARY OF TREATMENT COMPONENT ACTIVITIES AND ACCOMPLISHMENTS

Treatment Component*	Strategies of Component**	Target Group	Achievements 1974-75
I. Instruction	1. Individualized Reading Program	Approximately 550 students reading 2 or more years below grade level.	a) Target 9th graders made 10 months gain on CTBS pre-post tests administered in May 1974 and 1975. b) Target 10th graders made 7 months gain, and c) 11th graders also made 7 months gain on the same pre post CTBS testing schedule.
	2. Individually Prescribed Mathematics Instruction (IPI)	Approximately 500 students with math test scores 2 or more years below grade level.	Target 10th graders made 11 months gain on pre-post (May 1974 and 1975) CTBS. 11th graders made 7 months gain on the same testing schedule
	3. Monterey Reading Program	Approximately 80 students reading 5 or more years below grade level.	Target students made 2 years 4 months and 2 years 8 months gains in Reading accuracy and comprehension respectively.
	4. Career Cluster Program	Approximately 70 students selected on the basis of interest in selected occupations.	Target students were rated very high by their work supervisors on their performance at the occupational sites. e.g. 79.4% of the target students were rated "good or excellent" on how they followed instructions at the occupational sites. 67.6% of the students received excellent ratings on general attitude toward work. More than half of students received good or excellent rating on interest in work. A high class attendance rate of 90%.
	5. Testing Program	Total student population of McClymonds High School.	More than 82% of McClymonds High School students participate in the district's school testing program

(con't)

Treatment Component*	Strategies of Component**	Target Group	Achievements 1974-75
II. Student Support	1. Multiphasic Health and Dental Screening Program	Total School Population	Screened and provided many students at the school with needed medical treatment. Made a large number of students more conscious about dental problems.
	2. Learn and Earn	Approximately 65 students identified as functional dropouts.	The program's holding power for the functional dropouts averaged as high as 89.3%. Ratings received by the target students from their work supervisors were excellent. Target students were also rated very high on: • punctuality and work attendance • dependability • quality of work • ability to follow directions.
	3. Intensive Individual and/or Group Counseling	Total student population of the school.	Annual survey results show that both students and parents have developed positive attitudes toward the counseling program.
III. Management	Intensive Planning Meetings	--	The management has been the dynamic force behind the accomplishments of the project.
IV. Community Board	Service Station and Rehabilitation Projects	Approximately 21 students	Provided students at the school with hands-on-learning experience.

*The treatment components are the organizational structures or frameworks used by the Project.

**The strategies are the methods or processes used by the different components to achieve their objectives.

A Point of View

The gains in math and reading scores and the reduced dropout, attendance and class-cutting rates indicate that the Title VIII Project has been effective in bringing positive changes at McClymonds High School.

Despite the many accomplishments and efforts documented in this report, it is recognized that much more remains to be done at McClymonds High and its feeder schools in West Oakland. The handicaps of students living in McClymonds attendance area are multiple and complex. Many students are severely handicapped when they enter McClymonds High School; their progress is often slow and their retardation has presumably increased with years in the elementary and junior high schools. For example, the data in the table below show that the median reading scores of 9th graders who were in McClymonds two feeder junior high schools in 1972-73 -- Hoover and Lowell -- were already three or more years below grade level.

Achievement Test Results of Hoover and Lowell 9th Graders
October, 1972

School	Reading			Math		
	Q3	Mdn	Q1	Q3	Q2	Q1
O.P.S.	9.4	7.0	5.3	9.3	7.3	5.5
Lowell	7.2	5.9	4.3	8.5	6.9	5.3
Hoover	6.9	5.3	4.2	7.1	5.5	4.4

McClymonds High School receives and may continue to receive students who are, in many instances, functional dropouts. Neither the psychological nor the cognitive equipment which many students bring to McClymonds High School seem to sustain prolonged educational effort. These students are often described as potential dropouts. Attendance is irregular, motivation is lacking, exposure to a variety of educational and occupational experiences is at best limited. The relatively short duration of ESEA Title VIII Project (4 years instead of 5 years as originally planned) did not allow McClymonds High School to complete all the work designed to provide students with a wide range of innovative educational and teaching processes. In spite of this, McClymonds High School has dealt effectively with the problems that confronted it. It is recognized, however, that without those programs--Reading, Math, Career Cluster, etc.--which demonstrated effectiveness in improving students' academic performance, attendance and dropout rate, McClymonds High School may have difficulty sustaining the emerging positive trends in the near future.

What do we know about dropouts: An Analytical Dialogue

More than 800,000 youth dropout of the nation's schools before graduating from high school. This situation has created a great deal of concern among many people over the vast human and economic waste resulting from the dropout phenomena. Dropouts have become a major focus of many research efforts as a result of a national concern. Despite the growing number of studies on dropout, much remains unknown about the nature of the dropout process, because the studies have not shed light on the processes of interaction which influence the varying forms of dropout behavior of students. A major weakness in past studies of the dropout is that they have been essentially descriptive in nature with inadequate attention given to the central subject, namely, "who is a dropout?". Many dropout studies have concentrated essentially on counting, describing, and classifying dropouts, rather than on seeking solutions to the problem, or developing theoretical models that seek to shed light on the dropout phenomena. The various dropout definitions have led many school districts and researchers to lump together under "dropout" all forms of student withdrawals from school. Temporary and permanent dropouts, pushouts, and voluntary withdrawals are in many instances lumped together in the calculation of dropout rates. The inattention paid by many dropout studies to definitional problems have led many school districts and educators to either over or underestimate substantially the extent of their dropout problem. A much more serious problem arising from inadequate definition of the term dropout for school districts committed to dropout prevention, is the impact of the inadequate definition on policy problems and stretegies for dealing with the problem. For example, failure to distinguish dropout which results essentially from poor academic performance from that which is an outcome of psychological orientation (education expectations and motivations), prevents school administrators from securing critical information needed to identify target groups requiring specific forms of treatment. Definitional problems and the paucity of theoretical explanatory models of dropout process(es) have hindered the development of effective dropout intervention programs in the nation.

In spite of the definitional problems and inadequate conceptualization that beset dropout prevention projects, McClymonds experience in the area of dropout prevention has produced some useful common indices of dropouts. It has increased our understanding of conditions under which dropout phenomenon tends to occur. While the individuality of each dropout is essential to our considerations, the following common indices are evident: On the whole a typical dropout is "overage", reads two or more years below average grade level, has not achieved according to his presumed potential, and is academically in the lower quarter of his class. More likely, a typical dropout was held back at least once in the elementary or junior high school years or has reached high school through social promotion. While he might not have come in conflict with the law, he has received many school referrals or suspensions. He participates very seldom in school activities, even in extra curricular activities. He tends to show signs of alienation and feelings of rejection by the school and his peers. A typical dropout tends to be passive and commands little respect from his teachers because of his academic and disciplinary failures. Our data on the dropout indicate that students left McClymonds High School because of the following reasons: 1) lack of interest, 2) financial and home problems, 3) pregnancy, 4) conflict with the school or problem with the law.

The major characteristics of a typical dropout described above seem to portray the picture of an individual who is insufficiently integrated into the fabric of the public school system. Lack of integration into the social and academic domains of the school, lower educational expectations and commitment to high school which characterize many dropouts are critical factors which interact with background and other external factors to bring our students to varying forms of dropout behavior. Those students usually referred to as "hall walkers" are in a sense functional dropouts, but unlike real dropouts the "hall walker" is highly integrated into the social domain of the school. Even though he may not be well integrated into the academic sphere of the school, his social integration is sufficiently strong to keep him in school. Not all potential dropouts actually leave school. For those who "stick it out", they usually show commitment to the goal of high school completion. Their academic integration may be minimal. However, with high commitment to high school diploma, many of the potential dropouts decide and succeed to "stick it out", until in some few instances they become "push outs" because of pregnancy or failing grades. Our experience shows that given the level of academic and social integration of a student the lower his commitment to the goal of high school completion, the more likely he is to dropout from school. As a result of this observation, it is our feeling that the effectiveness of a dropout prevention program depends very much on the extent to which the program helps to increase the student's commitment to the goal of high school completion.

If one is permitted to make two major recommendations on the basis of the above observations, two critical organizational factors that affect the effective implementation and operation of a program of the magnitude of the ESEA Title VIII Project appear to be:

I. The Organization of the School

It is our observation that too often much attention is focused on "innovative" programs and/or instructional procedures in an effort to meet project objectives. The result of the over emphasis on programs is that not much attention is paid to the organizational features of the school that support or impede planned innovations. Fundamental changes in a school's organization should receive adequate emphasis and attention just as the development of new programs to meet project objectives. Specifically, it is our belief that necessary changes in organizational structure -- the roles, relationships, procedures that govern participants expectations, etc., should precede or at least accompany attempts at implementing innovative projects such as ESEA Title VIII Project in the schools. Significant changes should be made in the organizational structure of a school that attempts to implement projects of the magnitude of Project MACK. It is the feeling of this evaluator that appropriate organizational changes would 1) help bring about needed changes in individual participants' behavior; 2) increase participation of teachers in collaborative decision making; 3) increase interaction among project staff and faculty members around project activities and tasks; 4) increase total staff effectiveness and satisfaction in working on project activities, and 5) facilitate instructional innovation and project implementation. Support from the central school office and a positive school climate is sine qua non to successful implementation of a project.

II. Development of Organizational Skills

In addition to changes in the structure of the school organization there should be well designed inservice programs to help develop the organizational skills of the project staff and the faculty members of the school. Lack of skills in communication, group problem solving and organizational leadership on the part of the project staff hampers collaborations among the faculty, project staff and the administration. Efforts should be made in the initial phases of the project to affect alterations in the "old ways" teachers and administrators see and work with each other, and help prepare the school staff to collaborate and work as teams. In order to create productive and cohesive staff teams, the school should establish procedures to facilitate frequent communication among faculty and project staff and high participation in group decision making.

The need for dropout prevention programs, especially in the urban school districts can hardly be exaggerated. Many economists equate the effects of dropout to society in revenue alone to be $207 billion dollars over a 25 year span, not to mention the lack of self-fulfillment, economic stability, family unity and solidarity. Some studies point out that many high school dropouts earn more than their graduate counterparts. While dropping out of school may be beneficial to some students in terms of personal development and financial status, educators legitimately want to increase the holding power of public schools and perhaps eliminate the dropout problem. Another important factor that has increased the concern for dropout is the declining school enrollment and loss of ADA. School districts derive a substantial proportion of their school dollar from ADA, therefore, each student retained in the school maintains the district's expected income, while each dropout brings financial loss to the district. Thus, a decline in school enrollment or ADA due to dropout is accompanied by a decline in revenue and not necessarily accompanied by a reduction in expenditure of education or per pupil cost of a school district. From this point of view, dropout prevention may be one of the "cost effective" ways of dealing with the financial problems facing many school districts.

APPENDIX

RESULTS OF STUDENT, PARENTS, AND FACULTY SURVEYS

As part of the project evaluation activities, surveys of students, faculty, and parents, were conducted at the end of each school year. The surveys were designed to assess the attitudes and opinions of the various groups toward specific programs of Project MACK and McClymonds High School in general.

One assumption implicit in the annual surveys was that students, parents, and faculty at McClymonds High School represent one of the most important sources from which new ideas concerning improvement of educational programs at the school could be obtained. Their perceptions and opinions of the various school programs could provide pertinent information to the project management for decision making. This part of the report brings together some of the highlights from surveys conducted during the past four years.

Results of Students Survey - Highlights

1. Student Satisfaction with Course Offerings

A substantial proportion (approximately 59%) of the students surveyed during the past two years indicated that they were satisfied with the course offerings at McClymonds High School. The results of both 1974 and 1973 surveys showed that a large proportion of 10th graders were more satisfied with the course offerings at McClymonds High School than 11th or 12th graders. For example, about 61% of the 10th graders as compared with 28.6% of the 12th graders expressed satisfaction with the course offerings on both 1974 and 1975 surveys. More than half of the students surveyed during the past two years indicated that high school education would be "a great deal of use" to them in the future. Again, 12th graders appeared to be somewhat skeptical about the usefulness of high school education to them in the future. For example, 52.4% of the 12th graders as compared with 70.6% of 11th graders indicated on the last survey that high school education would be "a great deal of use" to them in the future.

2. Academic Performance

Although the results of the surveys showed that a large proportion of the students were satisfied with the course offerings at McClymonds High School, they appeared to be dissatisfied with their own academic performance. Less than half of the total sample of students surveyed during the past years indicated that they were "satisfied or very satisfied" with their academic performance. About 31% of the sample said that they were dissatisfied with their performance during the 1973-74 school year. The corresponding percentage 1974-75 school year was 29.6%. The data indicate that there has been no major changes in the feelings about the students with respect to their own academic performance during the past years.

A relatively large percent of the students were dissatisfied with their academic performance presumably because of a feeling expressed by approximately 50% of the sample that they were capable of doing better than what they really did.

3. Perceived Strengths and Weaknesses

Arithmetic has been identified by the students during the past three years as the basic skill in which they consider themselves to be weak. A relatively large proportion of the sample have continuously chosen arithmetic as their weakest area. Which of the basic skills do McClymonds High School students consider their strongest area? Reading was chosen from a list of five basic skills by a relatively large proportion (37.5%) of the sample as their strongest area.

4. Extra-Curricular Activities

More than half of the students at McClymonds High School indicated during the past years that opportunity to participate in extra-curricular activities (clubs, sports, student government, etc.) was important or very important to them. But it appears that approximately one-fourth of the students did not feel that they had an opportunity to participate in the extra-curricular activities.

5. Relations with Others

The results of the surveys showed that the majority of students at McClymonds High School found it easy to relate to their counselors. On the other hand, a small but substantial proportion of the students identified teachers and administrators as the most difficult group to relate to.

6. Feelings About Staff

Many of McClymonds High School students felt that most of their teachers were fair to them. Over 70% of the students have indicated on our surveys that teachers were fair to students. A large proportion of the students felt that administrators were also helpful and reasonable.

7. Responses to Questionnaire Item

"If you do plan to graduate from high school, who has encouraged you the most to do so?," showed the following distributions:

Response	1973	1974	1975
Parents	48.9	60.4	53.8
Self	31.0	23.1	36.5
Counselors	7.1	2.4	1.5
Friends	7.1	7.1	6.1
Teachers	6.0	7.1	2.0

8. What do McClymonds High School students believe are the purposes of education?

The table below shows the response distributions on what the students believe are the purposes of education.

Purpose of Education	1973	1974	1975
Make me a better human being	50.0	30.1	35.1
Learn a job	28.3	38.3	29.8
Be able to read, write, and count	22.2	21.0	22.5
Learn to get along better with others	8.3	6.0	7.3
Pass the time until you are grown-up	3.9	4.2	5.2

In general, McClymonds High School students have positive feelings about many of the areas surveyed during the past four years. A large majority of them appear to be satisfied with the course offerings. While some students show dissatisfaction with their academic performance, and felt weak in arithmetic, there was a general positive feeling among a large proportion of the students about their potential to do a much better job. The students showed positive feelings that their school was getting better, the staff was fair to students, and the administrators were helpful and reasonable. Of special interest is a relatively large proportion of the students who indicated on the surveys that their parents encouraged them "the most to graduate from high school", in view of the general feeling among many teachers that parents have not been encouraging their youngsters to attend school.

The ESEA Title VIII project at McClymonds seemed to have made substantial impact on the feelings, attitudes and opinions of the students. The positive feelings generated among the students has contributed greatly to the improvement of McClymonds climate.

Opinions of Parents on McClymonds High School -- Highlights

1. Perceived Project Impact -- Dropouts

Many of the parents interviewed during the past four years have generally felt that Project MACK has been effective in preventing students from dropping out of school. The results of the surveys showed that on the average more than 70% of the parents felt that the project has been effective in preventing dropouts from McClymonds High School.

2. Attendance

Attendance has been one of the major areas of great concern to parents, teachers and administrators at McClymonds High School. Data secured from the community surveys showed that approximately 65% of parents interviewed during the past years felt that Project MACK has had an effect in improving students' attendance. About 42% of the respondents maintained that their son or daughters attendance has shown systematic improvement each year.

3. Academic Performance

About two-thirds of the respondents indicated that Project MACK has improved the academic skills of students at McClymonds High School. On the whole, the majority of the parents in the community seemed impressed with the impact of Project MACK on attendance, academic achievement, and the dropout rate of McClymonds High School.

4. Community Participation

A major objective of Project MACK was to increase parent and community participation in a variety of the school's activities. From the standpoint of many parents surveyed, this objective was not met. The survey results showed that less than half of the respondents felt that community participation increased during the project years. A large majority of parents gave work, illness, and the timing of the school activities as a major reason why they could not participate in the school's programs or activities for the past years.

5. Feelings about the Staff

A majority of McClymonds High School parents appeared to be satisfied with the amount of information they received from the school concerning progress or behavior of their children. More than two-thirds of the parents indicated on the past two surveys that the school kept them adequately informed of their children's attendance record at school. Approximately 75% of the parents indicated that the counselors saw their children often enough during the past school year to give the students the assistance they felt was needed. While the school staff may be dissatisfied with their own procedures for programming students, parents in general appear to be satisfied with how students were programmed. For example, about two-thirds of the parents maintained during the past years that their children were properly programmed in terms of their interests and abilities. The results of the past surveys indicate quite clearly that a typical parent of McClymonds High School has developed positive feelings about the school and she was satisfied with the job the school did. The parent was particularly impressed with the effectiveness of Project MACK in providing students with work experience and in improving their basic skills in math and reading.

Results of Faculty Survey -- Highlights

1. Class Attendance

How satisfied or dissatisfied was the typical faculty member of McClymonds High School on student attendance? More than half of the staff members at McClymonds High School were dissatisfied with the rate of class attendance of most of their students during the past school years. Only one-third of the teachers indicated on the past surveys that they were "satisfied" or "somewhat satisfied" with the attendance situation at McClymonds High School. The teachers have cited lack of motivation and parental support as a major reason why students cut classes. Over two-thirds of the faculty members gave lack of motivation and parental support as the major reason why students continue to cut classes.

2. Academic Programs

Approximately half of the faculty members described McClymonds High School academic program as one that is "easy to succeed in". With all the changes that have taken place at McClymonds High School, about one-fourth of the teachers still described the school's academic program as "inappropriate" for the needs of the students. In general, the majority of the staff felt that the quality of instruction at McClymonds was "average" or "above average" compared with that in other Oakland High Schools. In contrast to the previous school year's data, 52.5% of the staff indicated satisfaction with the performance of the students during the 1974-75 school year.

3. Counseling Program

For the past four years more than half of McClymonds High School teachers have felt that the proper principle function of a high school counselor is "assisting students in decision making". However, when respondents were asked what they perceived to be the actual principle functions of McClymonds High School counselors, only one fourth of the staff indicated that "assisting students in decision making" was the actual principle function of the counselors. Less than one fourth of the respondents perceived "programming" as a proper principle function of counselors even though about one third of the staff perceived programming as the actual function of the school counselors. The staff saw a discrepancy between what they perceived to be the central mission of the counseling staff and what the counselors did in practice. Nevertheless more than half of the staff felt that the school counselors did the best they could "under the circumstances" to meet the needs of the students.

4. Job Satisfaction

Did McClymonds High School staff get a feeling of accomplishment from teaching during the school year?

About one-third of our respondents indicated that they got "a strong sense of task accomplishment during the past school years". Approximately 50% of the staff indicated that they got "some sense of task accomplishment during the past years".

Suggested Areas for Change

The faculty felt that there had been substantial changes in the programs at McClymonds High School. Nevertheless, many of the changes at the school were felt to be inadequate. The following areas were indicated by respondents as in need of further changes at the end of the 1974-75 school year.

Area	% of Respondents indicating a need for further change	
	1973-74	1974-75
1. The Curriculum	61.8	50.0
2. Student Programming	51.5	55.0
3. School Rules and Regulations	57.6	40.0
4. Extra-curricular activities	51.5	35.0
5. Athletics or PE	56.7	32.5
6. Teaching techniques	59.4	45.0
7. Counseling Program	60.6	42.5
8. Teacher-student relations	75.8	57.5
9. Administrator-student relations	63.6	50.0

STUDENT QUESTIONNAIRE

TO THE STUDENTS OF McCLYMONDS HIGH SCHOOL:

As part of our Title VIII activities, we are interested in knowing more about you and your school. Attached is a questionnaire. There will be no effort made to identify you with your answers to these questions, so feel free to be as honest as you can in your answers.

Thank you for your time and interest.

-DIRECTIONS-

Below are a number of statements relating to you, your plans, your opinions, and your views of McClymonds. Read them carefully and circle <u>one</u> response which best fits the circumstance.

EXAMPLE:

How much do you weigh?

a. Less than 90 pounds
b. 90-100 pounds
c. 100-115 pounds
d. 115-130 pounds
(e.) Over 130 pounds

Student questionnaire

1. How many extra-curricular activities (clubs, sports, student government, etc.) have you taken part in high school?
   a. One
   b. 2-3
   c. 4-5
   d. 6-10
   e. None

2. How important is an opportunity to participate in extra-curricular activities (clubs, sports, student government, etc.) to you?
   a. Very important
   b. Important
   c. Somewhat important
   d. Not important

3. In which of these basic skills are you strongest?
   a. Reading
   b. Spelling
   c. Arithmetic
   d. Listening
   e. Handwriting

4. In which of these basic skills are you weakest?
   a. Reading
   b. Spelling
   c. Arithmetic
   d. Listening
   e. Handwriting

5. From your own experience how would you rate the course offerings at your school with respect to your future desires?
   a. Very satisfied
   b. Satisfied
   c. Somewhat satisfied
   d. Less adequate
   e. Unsatisfactory

6. How much use do you think your high school education will be to you in the future?
   a. A great deal
   b. Quite a bit
   c. Some
   d. Not much
   e. Not any

7. In regard to the marks you get in your academic courses, do you think they are--
   a. Too high for your achievement
   b. Influenced by your behavior
   c. Just about right for your achievement
   d. Influenced by your attendance
   e. Too low for your achievement

8. How well are you doing in high school in comparison with how well you think you are capable of doing?
   a. Better than I expected
   b. About as well as I should
   c. Not nearly as well as I should
   d. Very poorly

9. All in all, how satisfied are you with your academic performance of this semester?
   a. Very satisfied
   b. Satisfied
   c. Somewhat satisfied
   d. Slightly dissatisfied
   e. Dissatisfied

10. Becoming a success in school is a matter of--
   a. Luck
   b. Playing the game
   c. Hard work
   d. Playing up to the teachers
   e. Observing rules and doing your homework

11. District-wide standardized ability and achievement tests
   a. Are a waste of time
   b. Are unfair to most students
   c. Can help you know yourself better
   d. Are used to put you down
   e. Are needed to plan educational programs

12. Which one in the following list do you find it most difficult to relate to?
   a. Other students
   b. Teachers
   c. Counselors
   d. Administrators
   e. Other adults

13. How would you describe your teachers' feeling about you as an individual?
   a. Couldn't care less
   b. A few take a real interest in me
   c. Most of them really seem to care
   d. Some really put me down
   e. I don't know how they feel

14. How many of your teachers do you feel are really interested in helping you succeed in school?
   a. All of them
   b. All but one or two
   c. Most of them
   d. Few of them
   e. None of them

15. How many of the teachers you have had in high school have been willing to give you individual help?
    a. None
    b. 2-5
    c. 6-9
    d. 10-13
    e. 14-17

16. What do you like least about school?
    a. Teacher attitude
    b. Limited choice of courses
    c. Amount of homework
    d. Difficulty of schoolwork
    e. Other students
    f. None of these
    g. All of these

17. Most teachers tend to be fair to students
    a. Agree
    b. Disagree

18. No matter how hard I try some people just don't like me
    a. Agree
    b. Disagree

19. Many times exam questions are not on the material we have studied
    a. Agree
    b. Disagree

20. How sure are you that you will graduate from high school?
    a. I definitely will
    b. I'm fairly sure
    c. I don't know
    d. I may not
    e. I definitely will not

21. If you plan to continue your education after high school, do you plan to:
    a. Attend a technical school
    b. Attend a junior college only
    c. Attend a junior college, then transfer to a four-year college or university
    d. Attend a four-year college or university

22. What plans have you made about what you will do after high school?
    a. I have made no plans
    b. I will continue my education
    c. I will work
    d. I will enter the Armed Services
    e. I will get married (for girls)

23. If you plan to work after graduating from high school, what kind of work do you really believe you will do?
    a. Professional
    b. Skilled trade
    c. Sales
    d. Machine Operator
    e. Manual labor

24. How much information has your counselor given you about jobs you might be suited for and their requirements for being hired?
    a. All I can use
    b. Quite a bit
    c. Enough
    d. Less than I need
    e. None

25. How much help has your counselor been to you in learning to achieve better in school?
    a. A lot
    b. Quite a bit
    c. Some
    d. Not much
    e. None

26. How well has your counselor helped you to understand your strengths and weaknesses?
    a. A lot
    b. Quite a bit
    c. Some
    d. Not much
    e. Not any

27. How well do you understand the basis on which college scholarships are given?
    a. Pretty clearly
    b. Generally
    c. Some idea
    d. Only a little
    e. Not at all

28. How well do you know the entrance requirements for colleges in general?
    a. Only for the one I intend to attend
    b. Fairly well generally
    c. A vague idea
    d. Know very little about them
    e. No idea at all

29. Which one of these things would you hesitate to talk to your counselor about because you think you may not be understood.
    a. Academic problems
    b. Financial
    c. Problems with peer groups
    d. Strong feelings about faculty attitudes
    e. Love affairs
    f. Getting along with parents
    g. Health problems

30. Which of these best describes your school attendance record? (Full day)
    a. Almost never absent
    b. Absent about 5 times a quarter
    c. Absent about 5-10 times a quarter
    d. Absent 10-15 times a quarter
    e. More than 15 times a quarter

31. How many period cuts do you average a week?
    a. Fewer than 5
    b. 5-10
    c. 10-15
    d. 15-20
    e. More than 20

32. How would you describe your parents' feeling about your education?
    a. All for it
    b. Interested sometimes
    c. Leave it up to me
    d. Don't care
    e. Against it

33. The attitude of a students' parents toward an education--
    a. Makes no difference for success in school
    b. Really helps a student succeed in school
    c. Can turn him off against school
    d. May be the one thing that keeps him in school

34. If you believe you will not graduate from high school, will it be because:
    a. Schoolwork is too hard
    b. Not enough money
    c. See no point to graduating
    d. Don't like going to school
    e. Parents want you to quit
    f. Many of your friends don't intend to graduate

35. If you do plan to graduate from high school, who has encouraged you most to do so?
    a. Parents
    b. Friends
    c. Counselor
    d. Teacher
    e. Self

36. I believe that the purpose of an education is to:
    a. Learn a job
    b. Make me a better human being
    c. Be able to read, write and count
    d. Learn to get along better with others
    e. Pass the time until you are grown up

37. Which of these best describes your feeling about going to school--
    a. A complete waste of time
    b. The only way I can get ahead in the world
    c. Really won't do me much good
    d. Better than nothing
    e. Can help me some

38. Why are you going to school?
    a. Because my parents insist
    b. The law makes you
    c. Because I enjoy it
    d. To get a better job
    e. That's where my friends are

39. In general, McClymonds High School is:
    a. Getting much better as a school
    b. Just about the way it's always been
    c. Getting somewhat better as a school
    d. Not quite as good as it used to be
    e. Much worse than it used to be

40. How would you describe the school administration? (Principal, Vice Principals, etc.)
    a. Helpful
    b. Reasonable
    c. Tough
    d. Hard to get along with

41. How much do you feel students <u>have</u> to say about how the school is run?
    a. Quite a bit
    b. As much as they should
    c. Too much
    d. Hardly any
    e. None

42. How much do you feel the students <u>should</u> have to say about how the school is run?
    a. Full control
    b. Be consulted
    c. Have equal authority with the administration
    d. None
    e. A cooperative arrangement

43. Which one of the things in the following list do you find troublesome in your school?

a. Getting help to discover my strengths and weaknesses
b. Getting guidance on my decisions about the future
c. Relating to the faculty
d. Opportunity to study how to select a vocation
e. Getting along with other students

44. In terms of your own personal satisfaction, how would you rate your relationship with your peers?

a. Very satisfactory
b. Satisfactory
c. Somewhat satisfactory
d. Less satisfactory
e. Unsatisfactory

The ESEA Title VIII Project was started in 1971 to prevent students from dropping out of school, to improve their attendance and their academic skills.

45. From what you know or have heard about the Project so far, would you say the Project has had an effect in preventing students from dropping out?

a. Yes
b. No
c. Don't Know

46. Would you say the Project has had an effect in improving students' attendance?

a. Yes
b. No
c. Don't Know

47. Would you say the Project has had an effect in improving academic skills of students?

a. Yes
b. No
c. Don't Know

JA-B/nd
4/21/75

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA TITLE VIII PARENT INTERVIEW QUESTIONNAIRE
(HIGH SCHOOL)

Interviewer_____ Date Assigned_____

Date Letter Sent_____

School	Pupil	Grade	Parent

Call No.	Date	Hour	Record of Call

Time Interview Began _____ Time Interview Ended _____

COMMENTS:

OAKLAND PUBLIC SCHOOLS
Research Department

Spring, 1975

ESEA TITLE VIII INTERVIEW QUESTIONNAIRE
(HIGH SCHOOL)

Hello Mrs./Mr._____

My name is _____

I am a member of the survey team from the Oakland Public Schools.

May I come in and talk with you?

We are talking to parents throughout the area to get a few of your ideas and opinions about this year's educational program in the schools.

Your have a son/daughter_____ in _____ at _____
Name Grade School

A. Yes ↓

B. No ↓

IF YES | Since this is a Survey, I'm going to ask you some questions. Any comments you make will be strictly confidential. Names and addresses will not be used.

IF NO | Oh, I'm very sorry. This survey is for parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

MCCLYMONDS HIGH SCHOOL INTERVIEW QUESTIONNAIRE

1. Have you heard of the ESEA Title VIII or Project MACK at McClymonds High School?

   A. Yes

   B. No

2. IF YES: What are the major purposes of the Project?

   A. Dropout Prevention

   B. Increase academic skills of students

   C. Improve attendance

   D. Other _____

   _____

3. How did you first learn about the Project?

   A. From son/daughter, or school personnel

   B. Letters from McClymonds High School

   C. From Parent and/or Community Board Meetings

   D. Other sources .

The ESEA Title VIII Project was started in 1971 to prevent students from dropping out of school, to improve their attendance and their academic skills.

4. From what you know or have heard about the Project so far, would you say the Project has had an effect in preventing students from dropping out?

   A. Yes

   B. No

   C. Don't Know

5. Would you say the Project has had an effect in improving attendance?

   A. Yes

   B. No

   C. Don't Know

McClymonds High School Interview Questionnaire

6. Would you say the Project has had an effect in improving academic skills of students?

   A. Yes

   B. No

   C. Don't Know

7. A major objective of the Title VIII Project is to increase parent and community participation in the school. Do you feel community participation in the school has increased this year?

   A. Yes

   B. No

   C. Don't Know

8. How is your child's school attendance this year? Would you say that his/her attendance has been better, the same, or worse?

   A. Better

   B. About the same

   C. Worse

   D. No opinion

   E. Other _____

   _____

   _____

9. Have you attended or participated in McClymonds High School's activities this year?

   A. Yes

   B. No

10. IF YES: In which activities have you participated?

   A. PTA and Master Plan Meetings

   B. Open House

   C. Special Parents Night

   D. Other _____

   _____

McClymonds High School Interview Questionnaire

11. IF NO: What are the chief reasons that have prevented you from participating in the school's activities?

    A. Work

    B. Illness or poor health

    C. Busy with children

    D. Were not informed

    E. Did not feel like attending them

12. Have you heard of the Math and Reading Programs at McClymonds High School?

    A. Yes

    B. No

    C. Don't Know

13. IF YES: Do you feel that the Math Program has helped your son/daughter to improve his/her skills in math?

    A. Yes

    B. No

    C. Don't Know

14. What about the Reading Program, has it helped _____ to read better?

    A. Yes

    B. No

    C. Don't Know

15. Do you feel that _____ has been programmed properly in terms of his/her interests and abilities?

    A. Yes

    B. No

    C. Don't Know

McClymonds High School Interview Questionnaire

16. Did the counselor see your child often enough during this school year to give him/her the assistance you feel is needed?

    A. Yes

    B. No

    C. Don't Know

17. Have you conferred with your son's or daughter's counselor this school year?

    A. Yes

    B. No

18. IF YES: How many times?

    A. 1 - 3

    B. 4 - 7

    C. 8 and above

19. Did a counselor talk with you about occupational fields and educational opportunities available to your son or daughter?

    A. Yes

    B. No

    C. Don't Know

20. IF YES: Has the assistance of the counselor helped you to become more aware of the occupational fields and educational opportunities available to your son or daughter?

    A. Yes

    B. No

    C. Don't Know

21. How satisfied are you with the counseling services at McClymonds High School?

    A. Very Satisfied

    B. Satisfied

    C. Don't Know

    D. Dissatisfied

    E. Very Dissatisfied

McClymonds High School Interview Questionnaire

22. Does the school's selection of courses allow _____ to
Name
explore as many areas of interest as you would like?

A. Yes

B. No

C. Don't Know

Because of the Title VIII Project, McClymonds High School has been able to employ community residents to help contact parents when their son/daughter has five or more absences. These people are called Student Personnel Assistants.

23. Has a Student Personnel Assistant visited your home or called you by phone this school year?

A. Yes

B. No

C. Don't Know

24. IF YES ASK: What is your opinion of the value of this kind of service? Would you say it is valuable?

A. Yes

B. No

C. Don't Know

25. Have you ever attended an individual or group counseling session because your son/daughter was absent for five or more days?

A. Yes

B. No

C. Don't Know

26. IF YES: What is your opinion of the individual or group counseling sessions you had, would you say it is valuable?

A. Yes

B. No

C. Don't Know

McClymonds High School Interview Questionnaire

27. Do you feel the school provides you adequate information about your son/daughter on the following:

Attendance

A. Yes

B. Need More

C. No

D. Don't Know

28. Academic Progress

A. Yes

B. Need More

C. No

D. Don't Know

29. Behavior at School

A. Yes

B. Need More

C. No

D. Don't Know

30. In general, do you think McClymonds provided you adequate information about the school activities or do you need more information?

A. Adequate

B. Need More

C. Other

31. What is your general impression of the job McClymonds High School did in educating your child this year?

A. Good

B. Fair

C. Poor

McClymonds High School Interview Questionnaire

32. When you think about McClymonds High School what kinds of improvements are needed at the school to make it a better place for your son/daughter to attend?

_____

_____

_____

_____

_____

_____

_____

_____

JA-B:ms
2/6/75

McClymonds High School
2607 Myrtle Street
Oakland, California 94607

Dear Teacher:

I am very interested, as you know so well by now, in educational changes or innovations at Mack primarily from the teachers' perspective. While many educators today are planning to introduce new ideas and programs into schools, we really do not understand very much about what in fact happens when innovations are brought into schools.

This questionnaire represents an attempt to sample your particular beliefs and opinions on selected issues at McClymonds.

I believe that the information we shall gain will provide us all with a much better picture of the practical realities and problems of educational innovation. Thus, your cooperation in filling out this questionnaire will be a great help. I sincerely request your participation and will be most appreciative of your cooperation.

Thank you in advance for your cooperation.

Sincerely yours,

Joseph Adwere-Boamah

FACULTY QUESTIONNAIRE

DIRECTIONS

1. Please do not put your name on the questionnaire.

2. The questions of the following pages relate to your views, feelings and opinions on the educational programs and administration of McClymonds High School. Please circle one response which best fits the circumstance.

3. Please return your completed questionnaire to Mrs. Hayes in the Attendance Office.

* * * * * * * * * * *

1. How many mods do most of your students cut a week?

   a. Fewer than 5
   b. 5 - 10
   c. 10 - 15
   d. 15 - 20
   e. More than 20

2. How satisfied or dissatisfied are you with the rate of class attendance of most of your students?

   a. Very satisfied
   b. Satisfied
   c. Somewhat dissatisfied
   d. Dissatisfied
   e. Very dissatisfied

3. Which aspects of the McClymonds educational program least well meets the needs of the students?

   a. Academic program
   b. Elective program
   c. Extra-curricular activities
   d. Physical education program
   e. Counseling program.

4. In general, how would you compare the quality of instruction at McClymonds compared with that in other Oakland high schools?

   a. Superior
   b. Above average
   c. Average
   d. Below average
   e. Poor

5. How well are most of your students doing in comparison with how well you think they are capable of doing?

   a. Better than I expected
   b. About as well as they should
   c. Not nearly as well as they should

6. How many of your students do you feel are really interested in your classes?

   a. All of them
   b. All but one or two
   c. Most of them
   d. Few of them
   e. None of them

7. Which aspect of the McClymonds educational program best meets the needs of the students?

   a. Academic courses
   b. Elective program
   c. Extra-curricular activities
   d. Physical education program
   e. Counseling program

8. Do you feel the grading standards at McClymonds:

   a. Fairly represent achievement?
   b. Tend to over-represent achievement?
   c. Vary widely among the staff?
   d. Favor the conforming student?
   e. Are comparable with those in other high schools?

9. In your opinion, which best describes the academic program at McClymonds as it relates to students?

   a. Rigorous
   b. Restricted
   c. Easy to succeed in
   d. Inappropriate for their needs

10. How would you say most of your students would describe their feelings about going to school?

   a. "A complete waste of time"
   b. "The only way I can get ahead in the world"
   c. "Better than nothing"
   d. "Really won't do me much good"
   e. "Can help me some"

11. All in all, how satisfied are you with the performance of your students this semester?

   a. Very satisfied
   b. Satisfied
   c. Somewhat satisfied
   d. Slightly dissatisfied
   e. Dissatisfied

12. What is your perception of the proper principal function of a high school counselor?

   a. Programming students
   b. Assisting in decision-making
   c. Checking attendance
   d. Helping solve personal problems
   e. Fostering sound mental health

13. What is your perception of the actual principal function of high school counselors at Mack?

    a. Programming students
    b. Assisting in decision-making
    c. Checking attendance
    d. Helping solve personal problems
    e. Fostering sound mental health

14. How well do you believe the counselors meet the needs of students?

    a. Seem to do a good job
    b. Are useless
    c. The best they can under the circumstances
    d. Are a strong support for students
    e. Don't know

15. When do you believe most students decide to drop out of school?

    a. Elementary school
    b. Junior high school
    c. After 16
    d. When graduation seems hopeless
    e. When outside interests interfere

16. What do you perceive as the major factor among the many, which encourages students at McClymonds to cut classes?

    a. Inability to cope with academic demands
    b. Instructional processes not sensitive to students' attitudes and goals
    c. Unemployed or poor parents
    d. Neighborhood unrest
    e. Lack of motivation and parental support
    f. Inability to relate to poor groups in the school

17. In your opinion, which is responsible for most of McClymond's dropouts?

    a. Inability to cope with course requirements
    b. Lack of motivation to learn
    c. Poor basic skills
    d. Lack of parental support
    e. Peer pressure
    f. Inappropriateness of educational program for future needs

18. How would you rate the present school administration on the following characteristics? 1 = low, 5 = high

	Minimum				Maximum
Efficiency	1	2	3	4	5
Forceful	1	2	3	4	5
Cooperative	1	2	3	4	5
Flexible	1	2	3	4	5
Imaginative	1	2	3	4	5
Independent	1	2	3	4	5
Self-confident	1	2	3	4	5
Agreeable	1	2	3	4	5
Decisive	1	2	3	4	5
Tactful	1	2	3	4	5

19. Which of the following two objectives would you use to describe the present school administration in its relations with students? (One or more)

a. Repressive
b. Firm and fair
c. Predictable or consistent
d. Vacillating
e. Supportive
f. Concerned
g. Emphatic and/or understanding
h. Weak
i. Removed
j. Punitive
k. Involved
l. Approachable
m. Outgoing

20. Which of the following best describes your own position about teaching at McClymonds? Remember, this is confidential!

a. I prefer McClymonds to any other high school
b. This was the only assignment offered me
c. After acquiring sufficient seniority I will request a transfer
d. I have no strong feelings one way or the other about teaching at McClymonds
e. I would prefer any other school to McClymonds

21. If you have a choice would you stay at McClymonds next year?

a. Yes
b. Uncertain
c. No

22. Do you find that meeting or calling the parents of your students:

a. Contributes greatly to understanding your students?
b. Often is helpful in understanding?
c. Doesn't contribute much?
d. Has a negative effect?
e. Hard to judge?

23. Approximately how many individual parents did you call this year?

a. Less than five
b. 5 - 10
c. 10 - 15
d. 15 - 20
e. Over 20

24. How would you describe the attitude of most of the parents you have talked to toward the education of their children?

a. Couldn't care less
b. A few take real interest in their children's education
c. Most of them really seem to care
d. Some really put their children down
e. Uncertain

25. What has been the effect of individual parent calls on student attendance or performance?

    a. Extremely helpful
    b. Generally good
    c. Some good, some bad
    d. Not really too good
    e. A waste of time

26. How do you feel about the value of the community's participation in school affairs to date?

    a. Not aware of any participation
    b. Scarcely noticeable
    c. Of some value
    d. A strong force for good
    e. Could not get along without them

27. How would you characterize the vocational and pre-vocational program at McClymonds?

    a. One of its strongest features
    b. Adequate
    c. Needs drastic overhauling
    d. Some areas need improvement
    e. By and large, pretty good

28. How would you characterize the <u>total</u> staff's concern for the educational welfare of the students?

    a. Dedicated
    b. Lip-service
    c. As great as most teachers'
    d. Just doing a job
    e. More than in many schools

29. In your opinion, what is the teacher's role in maintaining classroom and hall student control?

    a. Part of the job
    b. Only in acting-out behavior
    c. Only in minor infractions
    d. That of a parent
    e. None

30. Do you get a feeling of accomplishment from teaching your students?

    a. Strong sense of task accomplishment
    b. Some sense of task accomplishment
    c. Uncertain
    d. Little sense of task accomplishment
    e. No sense of task accomplishment

31. On the whole would you say that teaching at McClymonds is -

    a. Really interesting and enjoyable
    b. All right but not very interesting
    c. Dull and monotonous
    d. Frustrating

32. Have there been substantial changes in the following areas during the past 4 years when Title VIII was implemented at McClymonds?

    (Please place the appropriate Letter which corresponds to your response in the space provided.)

The Curriculum_____

Attendance keeping procedure_____

Student programming_____

School rules and regulations_____

Extra-Curricular activities_____

Athletics or PE_____

Teaching Techniques_____

Counseling_____

Teacher-student relations_____

Administrator-Student Relations_____

Administrator-Teacher Relations_____

-Responses-

A.	Yes, but the change has been for the worse
B.	Yes, and the change has been adequate
C.	Yes, but more change is still needed
D.	No, but changes need to be made
E.	No, there is no need for a change

The ESEA Title VIII Project was implemented at McClymonds High School in 1971 to prevent students from dropping out of school, to improve their attendance and their academic skills.

From what you now know about Project MACK, would you say that it met the following objectives during the past 4 years?

33. Prevented many students from dropping out of school?

    a. Yes
    b. No
    c. Don't Know

34. Improved school attendance of many students?

    a. Yes
    b. No
    c. Don't Know

35. Improved reading skills of target students?

    a. Yes
    b. No
    c. Don't Know

36. Improved math skills of IPI students?

    a. Yes
    b. No
    c. Don't Know

37. Reduced class cutting rate of many students?

    a. Yes
    b. No
    c. Don't Know

38. How satisfied or dissatisfied are you with the general outcome of Title VIII project at McClymonds High School?

    a. Very satisfied
    b. Satisfied
    c. Uncertain
    d. Dissatisfied
    e. Very dissatisfied

39. How did the nature of a dropout prevention project strike you when you first became aware that it was going to be implemented or it was already implemented at McClymonds High School?

    a. Positive
    b. Somewhat positive
    c. Ambivalent
    d. Somewhat negative
    e. Negative

40. Did you feel that Title VIII Project would work here?

    a. Yes
    b. No
    c. Did not know

41. Did you believe that there was a need for Title VIII (dropout prevention) Project at McClymonds?

    a. Yes
    b. No
    c. Did not know

A major objective of Title VIII Project was to improve McClymonds' climate. To what degree is each of the following general school climate factors a strength or weakness of McClymonds High School today.

		Very Strong	Strong	Unknown	Weak	Very Weak
42.	Staff morale	5	4	3	2	1
43.	Cohesiveness (staff & adminis.)	5	4	3	2	1
44.	Trust	5	4	3	2	1

	Very Strong	Strong	Unknown	Weak	Very Weak
45. Respect	5	4	3	2	1
46. Opportunities for Staff Input	5	4	3	2	1
47. Continuous academic	5	4	3	2	1
48. Social growth	5	4	3	2	1
49. Caring	5	4	3	2	1

Thank you very much for your cooperation.

JA-B/nd
5-21-75